DOCUMENT RESUME

ED 221 412 SO 013 933

AUTHOR	Rodgers, Beverly; Hoffmeyer, Carl
TITLE	Organizing for Social Science/Citizenship Improvement: A Rural Approach.
INSTITUTION	Education Service Center Region 7, Kilgore, Tex.
PUB DATE	81
NOTE	1,232p.
EDRS PRICE	MF09/PC50 Plus Postage.
DESCRIPTORS	*Citizenship Education; Competency Based Teacher Education; *Curriculum Development; *Educational Change; Educational Objectives; Elementary Secondary Education; Instructional Improvement; Instructional Materials; Learning Activities; *Models; Needs Assessment; Resource Materials; *Rural Education; *Social Studies

ABSTRACT

An instructional change model, known as OSSI (Organizing for Social Science Improvement) which helps small rural school administrators and teachers learn about, respond to, and effectively adapt new ideas to local instructional settings, is described. The OSSI project was begun in 1979, when 29 districts in east Texas had documented student and program needs in social studies, citizenship, free enterprise, and career education but lacked resources to undertake the development of a K-12 social studies/citizenship curriculum. The resources that they pulled together comprise this publication, of which there are many parts. The bulk of the publication contains the instructional management system (IMS) developed to encourage curriculum coordination across the 12 grades. Ten core concepts are identified. A K-12 scope and sequence indicating subjects and objectives for each grade level are provided. Instructional materials and learning activities are coded to each objective. Mastery tests are provided. Other resources contained in the publication include a list of teacher competencies, a resource bibliography, a needs assessment and evaluation guide, and a discussion of change models. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221412

ORGANIZING FOR SOCIAL SCIENCE/CITIZENSHIP IMPROVEMENT: A RURAL APPROACH

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Don J. Peters

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Beverly Rodgers, Ph.D.

Carl Hoffmeyer

SO013933

Region VII Education Service Center
Kilgore, Texas 75662
1981

BLUEPRINT OF CITIZENSHIP/SOCIAL STUDIES IN RURAL SCHOOLS: CURRICULUM CHANGE MODEL

> Since the mid 1960's, nearly all efforts at improving instructional programs have suffered from a curriculum developer's bias, a bias that has led many who are trying to improve curricular programs to ask the wrong questions and to emphasize the wrong parts of the complicated process of instructional change. If instruction is to improve, there must be educators who value and understand the instructional change processes.[1]

Instructional change theory and research is available, yet, few workable change models are understood or used by small school administrators and teachers.[2] The overemphasis on diffusion ideas without adequate regard for instructional change processes had resulted in masses of paper products shelved in curriculum libraries and school filing cabinets. Successful instructional change models must begin with teacher and administrator practices as they exist in a particular setting. Effective curriculum change is a complex, long term process that includes, but is larger than, the selection of existing curriculum products. To learn about change processes, administrators and teachers must actively experience personal change. It is the conviction of the author that simultaneous attention to both the personal and operational dimensions of any change or program alteration assists administrators and teachers in creating, experiencing, and understanding instructional change roles and processes.

DEFINITION OF TERMS

OSSI (Organizing for Social Science Improvement) is defined as a sensitive mechanism by which small school administrators and educators are able to both respond to changing conditions and adapt effectively. The mechanism includes a change process which allows small school educators exposure to knowledge about change processes as well as tools with which they can engage in positive intervention with students.

Innovation is defined as a "process or product that is new to the potential user."[3]

Concern is defined as "a composite description of various motivations, perceptions, attitudes, feelings, and mental gyrations experienced by a person in relation to an innovation."[4]

Change facilitation is defined by Gene Hall as the persons who assist teachers innovate. The persons include principals, superintendents, deans, curriculum consultants, National Diffusion Network facilitators, and linking agents.[5]

Stages of Concern about the innovation include feelings, perspectives and attitudes as they consider, approach and implement the innovation.[6]

EXISTING CHANGE MODELS

It is generally recognized that change occurs slowly and new ideas must be accepted and internalized before they are useful. In addition, curriculum planners during the late 1960's and early 1970's discovered that dealing with the process of change is as important as dealing with the substance of change. They discovered that change not only occurs, but the pace of change has increased and continues to accelerate. Recognizing this phenomenon, the initial thrust of curriculum planners emphasized methods of assisting schools in adopting change. The second wave of curriculum workers assisted schools in developing environments which were receptive to change. Ideas such as networking, organizational development, identifying promising practices linkage, and problem-solving surfaced repeatedly in the literature. Characteristics of successful change were even identified. That is, meaningful change occurred when the individual school was the target unit. There needed to be a focus on developing conscious problem-solving abilities of the staff, open communication and participatory decision-making, early goal identification and clarification, and linkages to resources outside 'e school boundaries.

OSSI CHANGE MOD'

To better derstand the instructional change model for small school administators, a comparison of two fundamentally different change models necessary. The first model is the traditional discrepancy chge model presented by Robert Fox.[7] The contrasting model is the cerns Based-Adopting Model (CBAM)[8] developed at the Universitf Texas Research and Development Center. Steps in the discrecy model address program changes, and the CBAM is proposed foricking people concerns and changes. The discrepancy model should used to identify and develop end products related to the progr Products such as the instructional management systems, teir sourcebooks, job description manuals, job procedures manuaand other consumable products might be developed and used byinistrators, teachers, non-instructional staff and others (i.e. students) working cooperatively. The CBAM change model, on the other hand, becomes the change model proposed by the author to plan experiences and monitor the people changes using the Stages of Concern (SoC) instrument. The effectiveness of the products developed would be measured by the CBAM Level of Use (LoU) instrument.

A comparison of the assumptions of both change models -- the discrepancy and CBAM -- will further clarify the basic distinctions of the two change models under discussion. The primary assumption of the discrepancy model is that the group to be involved with the change and the group that will use the instructional products should be actively involved in determining the instructional products which should exist, in determining the instructional products which currently exist, and in determining which specific products should be designed to rectify the current gaps in the program.

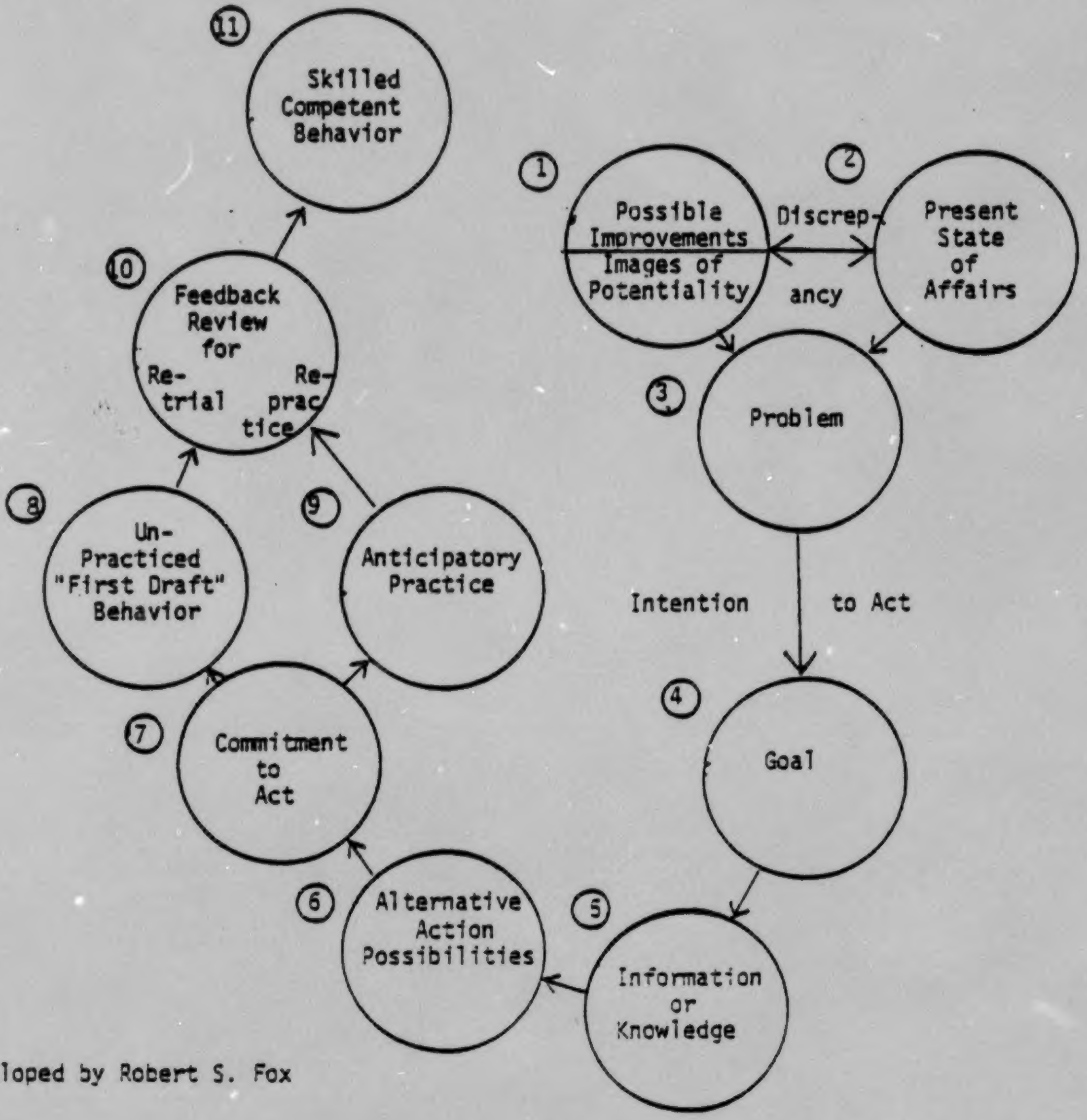
The twelve steps in the discrepancy model are delineated below:

Strategy	Resources	Personnel
1. Self assessment-understanding the strenghts and weaknesses of the current program.	NCSS Self Assessment Inventory	Selected committee might include the following: coordinator, teachers, administrators, parents, and students.
2. Collection of "new" materials.	Publishers, curruculum developers, administrator associations	Superintendent, principal, central office staff
3. Review of schools' Curriculum Guidelines, policy and procedure manuals.	TEA Curriculum Frameworks and publications, NCSS Social Studies Curriculum Guidelines	Committee from Step 1

4. Establishment of priority goals to the revised program.	Results of self-assessment reactions to guidelines	Same as above
5. Development of a self study analysis instrument designed to determine the priorities of the district.	TEA Accreditation study procedure or Southern Association Self Study Procedure	Same as above
6. Analysis of group/ product/or policy chosen for study.	Self-developed analysis instrument from Step 5	Same as above
7. Preliminary selection of materials.	Results of analysis and list of goals from Step 4	Same as above
8. Train in use of materials.	Curriculum developers and/or publishers	Administrators, teacher to be involved in the pilot program
9. Plan evaluation for pilot program.	Tool to be based on expected outcomes from Step 4	Developers, publishers, coordinators, teachers, administrator, and non-instructional personnel
10. Pilot program and evaluation.	Selected materials and tool developed in Step 9	Administrator, teachers, non-instructional personnel
11. Final selection of materials.	Results of pilot program evaluation	Committee from Step 1
12. Disseminstion of program results	Final report	Same as above

EDUCATIONAL PROBLEM-SOLVING

LINKING INDIVIDUAL OR GROUP INTENTIONS TO SKILLED ACTION



⑪ Skilled Competent Behavior
① Possible Improvements
Images of Potentiality
Discrep-ancy
② Present State of Affairs
⑩ Feedback Review for Re-trial Re-practice
③ Problem
Intention to Act
⑧ Un-Practiced "First Draft" Behavior
⑨ Anticipatory Practice
④ Goal
⑦ Commitment to Act
⑥ Alternative Action Possibilities
⑤ Information or Knowledge

Developed by Robert S. Fox

Questions to be answered by staff involved in the Fox discrepancy model are these:

1. Why do we want change?
2. Where does the impetus for change come from?
3. Has evidence of weakness been demonstrated in the current program?
4. What has been the specific reaction of teachers, parents, and students to the current program?
5. Has the desire been expressed to try some other specific approaches or programs?
6. What were the reasons given?
7. What benefits do we expect from this change?
8. What are we doing now?
9. Do we really know what we have been doing?
10. Are we aware of our weaknesses in certain areas so that we will not be condemned to repeat our mistakes?
11. How much of our present programs and practices do we want to keep?
12. Are there any areas in which we have been especially successful?
13. Is there a certain type of student with whom we have been especially successful?
14. Are there administrators who have developed particularly innovative and successful programs?
15. What resources do we have immediately available?
16. Are there interested and active teachers who will take the lead in carrying through the new program?
17. What kinds of multi-media materials and equipment do we have available?
18. What kinds of supervisory assistance can we make available to teachers?
19. How much time, money, and effort are we willing to invest?
20. Are we willing to arrange time for teacher workshops?
21. Where can we go to get help?
22. Is there a state social studies consultant or coordinator who can provide us with services, materials, and resources?
23. Is there a school of education in the area which has a curriculum materials center or curriculum library that we may use?
24. Are there professors at nearby colleges who would be interested in working with us?
25. Is it possible to arrange with a nearby university to conduct summer workshops or given specialized courses for teachers?
26. Are there schools currently involved in innovative programs which we may visit?
27. Has the state or local administrative organization identified principals who have expertise in new programs?
28. How shall support for the new program be obtained?

29. What measures do we need to take to obtain the support and active participation of parents, teachers, students and community?
30. When do we begin to enlist such support?
31. When do we want to begin this new program?
32. How much time will we need for pre-planning, educating teachers in the use of new techniques, ordering materials, and rescheduling of activities?
33. How shall we begin this program?
34. Who must approve the changes advocated?
35. How are decisions relating to the proposed changes made?
36. Shall we begin one grade at a time?
37. School-wide?
38. District-wide?
39. Shall it begin only in the classes of teachers who volunteer?
40. Shall it be a mandated program?

A similar discrepancy model, is utilized by Texas schools through the accreditation process required by the Texas Education Agency.

The assumption of the CBAM model, on the other hand, suggest that change is a process, not an event. According to the CBAM model, instructional change is accomplished by individuals, not institutions. Change is a highly personal experience, and change entails developmental growth in both feelings about and skills in using new programs.

It has been recognized that effective curriculum change is a complex, long-term process. Existing research at the University of Texas Research and Development Center indicates that three to five years are necessary for successful implementation of any innovation.[9] Research also indicates that the order or presentations about the innovation is critical. The mandates of legislation, policy makers, or administrative decisions (events, if you will) do not cause change. People need time to understand, accept, and internalize the new idea and change.

A second assumption about CBAM is that the change process is experienced by individual persons rather than institutions or schools. Unless the people within schools change, it is irrational to expect organizational change. Because change is a highly personal experience, attention must consistently be directed toward tracking each participant's satisfactions, frustrations, concerns, motivations, and perceptions.

The final CBAM assumption stresses change as a developmental process which involves both feelings of participants as well as the level of skill each individual possesses relative to a particular innovation.

Seven Stages of Concern have been identified through the CBAM model which assist the innovator in tracking the "people dimension." These stages are outlined in Figure 1.

TYPICAL EXPRESSION OF CONCERN ABOUT THE INNOVATION

Stages of Concern		Definitions	Expressions of Concern
6	Refocusing	The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individuals had definite ideas about alternatives to the prosed or existing form of the innovation.	I have some ideas about something that would work even better.
5	Collaboration	The focus is on coordination and cooperation with others regarding use of the innovation.	I am concerned with relating what I am doing with what other teachers are doing.

Stages of Concern		Definitions	Expressions of Concern
4	Consequence	Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.	How is my use affecting students?
3	Management	Attention is focused on the processes and tasks of using the innovation and the best use of information and reresources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.	I seem to be spending all my time getting materials ready.
2	Personal	Individual is certain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her own role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.	How will using it affect me?
1	Informational	A general awareness of the innovation and interst in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.	I would like to know more about it.

Stages of Concern		Definitions	Expression of Concern
1	Awareness	Little concern about or involvement with the innovation is indicated.	I am not concerned about it (the innovation).

Figure 1: Stages of Concern[10]

In summary, practical suggestions on accomplishing instructional changes are often difficult to locate in the literature. Yet, basic principles regarding educational innovation exist. Change should be rational, responsible, and developed in a meaningful context with definite goals in mind. The change should be purposeful and systematic, and it should be related to needs of persons and institutions. Diffusion should also be a process that allows educational consumers to make intelligent choices. Finally, decisions about change should involve all those persons to be affected by the innovation.

Recent efforts in conceptualizing educational change models suggest that something is amiss with traditional planning models such as the discrepancy model, Management By Objectives; Simulation Models; Program Planning, Budgeting Systems, and Zero Based Budgeting.[11]

The OSSI change model is an eclectic model. It incorporates (1) a product development change model (the discrepancy model by Fox); (2) a people-oriented change model (the CBAM); and (3) a loosely coupled organization change model (regional education service centers).

Education Service Centers can best be theoretically described and conceptually depicted as loosely coupled systems. Loose coupling is similar to, but not synonymous with, concepts of connection, link, or interdepencence. Loose coupling is different in that, while interaction between the loose coupling agencies enables the service agency to be more responsive, it still allows the receiving agency its own autonomy in final decisions about services. The loose coupling concept also fosters images of long or short term service alliance and flexibility. These are potentially crucial properties of the "glue" that holds loosely coupled systems together. Finally, the coupling concept implies that organization building blocks (ESC services) may be "grafted" onto receiving agency or severed from it with relatively little disturbance to either the ESC or the local school.

There are several characteristics of loosely coupled systems which allow for both standardization of services and localized adaptation of each service the agency provides. The first characteristic of a loosely coupled system is that such an organization allows some portions of the service agency to exist along traditional patterns while encouraging, or at least allowing, other parts of the agency to experiment with new services or approaches to delivery of services.

A loosely coupled organization provides a sensitive mechanism which is perceptual in nature. That is, the loosely coupled service agency may simultaneously collect and analyze quantitative data while at the same time preserving many independent sensing elements (consultants, advisory councils, etc.) therefore, the service agency (ESC) will know the receiving agency's environments (schools, campuses within districts, and community). By providing ongoing perceptual data collection, the agency can more localize educational adaptations by receiving agencies through swift, economic, cost-effective means.

Another characteristic of a loosely coupled system is the ability of the system to readily identify trouble spots at the local level. If there is a breakdown of one portion of a service or educational problem, the breakdown can be sealed off from other portions of the service organization. Also, loosely coupled systems allow for increases in the feelings of effectiveness of autonomous receiving agencies. Finally, loosely coupled systems tend to be less expensive to operate in some service areas (low people/low task), but many appear to be non-rational systems of fund allocation in other service areas (high people/low task). However, high people/low task oriented services are often critical to effective overall service delivery. The nature and intensity of the coupling may serve to create or dissolve elements which fit the cultural, educational and political boundaries of the educational environment at any one time. That is, elements may appear, merge, or become separated depending upon the needs of individuals, groups, or organizations needing service at any point in time.

The OSSI change model, then, is an eclectic model which addresses itself first and foremost to acquainting small school administrators and teachers with current instructional change models and their uses. Both technological and people changes are considered.

Finally, OSSI attempts to have the participants experience both the steps in the discrepancy model and the Stages of Concern of the CBAM model. If both are understood and internalized, OSSI change model will be unique and useful because it is practical.

IMPLICATIONS FOR POLICY MAKERS

OSSI instructional change model has implications for policy makers concerned with small schools in areas of (1) inservice, (2) people change, (3) student instruction, (4) non-instructional personnel practices, and (5) curriculum document development.

1) Inservice Implications

Meaningful inservice includes planned activities designed to produce new and/or inproved performances in job assignments. Meaningful inservice also incorporates the production of curriculum material which is useful on the job. Improved performance in job assignment and communication related to information dissemination of information are, likewise, characteristics of effective inservice as detailed by the Texas Education Agency in A Guide to Better Inservice Educational Programs in Texas (1980). OSSI participants' experiences tie directly to self-identified competencies as well as provide for improvement in individual performances in the production of both new, practical curriculum products and improved knowledge and techniques directly related to job assignments. The OSSI mechanism provides links to organizational needs (school district status) and to individual needs (teacher growth). The OSSI mechanism becomes a model not only for social studies educator's instructional improvement but for curricular change in any subject area. Inservice becomes both cost effective yet meaningful to both school administrators and individual teachers.

2) People Change Implications

Examination of people changes as measured by the Concerns Based Adoption Model Stages of Concern Instrument[12] is hypothesized to reflect increasingly higher levels of concern progressing from unrelated concerns to concerns about self to task concerns to student impact concerns. Successful change agents have discovered that people change cannot be engineered by outside agents. In fact, people change can occur only through:

> timely provision of affective experiences and cognitive resources can provide the grist for concerns arousal and resolution, thereby facilitating the development of higher level concerns.[13]

OSSI change mechanism is deemed successful when the administrators move toward openness to new ideas, an awareness of curriculum alternatives, an increased sense of security, a willingness of the participant to experiment, and a system of support for the innovation. Once a participant experiences himself as possessing these characteristics, he is, for all practical purposes, a school based change agent. The implication this has for altering the base of resistance to curriculum change at the local level is potentially worthy of examination.

3) Student Instruction Implication

Few small schools have had administrators and teachers working with instruction-by-objectives and classroom management tied to instructional management systems. The OSSI mechanism not only

BLUEPRINT OF CITIZENSHIP/SOCIAL STUDIES IN RURAL SCHOOLS:
OSSI CURRICULUM CHANGE MODEL

Beverly Rodgers, Ph.D.

Carl Hoffmeyer

Region VII Education Service Center
Kilgore, Texas 75662
1981

introduces teachers and central office administrators to instructional management systems, but allows them to cooperatively build a system which meets the unique needs of their students. Improved student scores on both criterion referenced and normative referenced tests should result.

4) Curriculum Document Development and Implications

Development of sophisticated curriculum materials has not occured frequently in small schools, for teachers had limited time, skills, and resources for such undertakings. By pooling resources across schools, however, the small schools are able to engage in training, encounter qualified curriculum experts, and experience the improvement in their own skills as they design and pilot materials they cooperatively build. By sharing these documents at state and national professional meetings, the small school educators are able to internalize the meaning and sophistication of the products they have collectively produced.

Summary

In sum, many small schools have found that state requirements and mandates are inadequately met because their existing personnel are not sufficiently trained to build the curriculum document, infused lesson plans, handle non-instructional personnel training, and design instructional management systems required for appropriate instruction and personnel management in today's complex schools. OSSI can become the mechanism through which small school administrators and teachers are able to learn about, respond to, and effectively adapt new ideas to local instructional settings. OSSI, in sum, is a small school instruction change model for school administrators and teachers.

FOOTNOTES

1. Myers, Charles, "'Diffusion' Does Not Equal 'Instructional Change'" Social Education (October, 1979), p. 485.

2. Lippitt, Ronald, Jeanne Watson, and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace and World Inc.,), 1958, p.170.

   Rogers, Everett M. and Floyd Shoemaker, Communication in Innovation: A Cross Cultural Approach, 2nd ed. (New York, N.Y.: The Free Press) 1971.

   Myers, Charles, "'Diffusion' Does Not Equal 'Instructional Change'" Social Education (October, 1979), p. 485.

   Miles, Matthew B., Innovation in Education (New York, N.Y.: Teachers College, Columbia University), 1964.

   Fox, Davis and Markowitz in A Handbook for Departmental Leadership in the Social Studies, revised edition (Boulder, Colorado: Social Science Education Consortium, Inc.)

   Hall in Susan Louck and Harold Pratt, "The Buck Stops Here: A Concerns-Based Approach to Curriculum Change." Educational Leadership (December 9, 1979).

3. Hall, Gene E., "The Concerns-Based Approach to Facilitation Change" Educational Horizons (Summer 1979), Vol. 57, No. 4, p.203.

4. Hall, Gene E., "The Concerns-Based Approach to Facilitation Change" Educational Horizons (Summer 1979), Vol. 57, No. 4, p.203.

5. Hall, Gene E., "The Concerns-Based Approach to Facilitation Change" Educational Horizons (Summer 1979), Vol. 57, No. 4, p.203.

6. Hall, Gene E., "The Concerns-Based Approach to Facilitation Change" Educational Horizons (Summer 1979), Vol. 57, No. 4, P.203.

7. Fox, Davis and Markowitz in A Handbook for Departmental Leadership in the Social Studies, revised edition (Boulder, Colorade: Social Science Education Consortium, Inc.)

8. Hall, Gene E., S.F. Loucks, W.L. Rutherford, and B.W. Newlove, "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption," Journal of Teacher Education, 1975.

9. Loucks, Susan and Harold Pratt, "The Buck Stops Here: A Concerns-Based Approach to Curriculum Change." Educational Leadership (December 9, 1979).

10. Hall, Gene E., "The Concerns Based Approach to Facilitation Change" Educational Horizons (Summer 1979), Vol. 57, No. 4, p. 205.

11. Clark, David, Sue McKibbin and Mark Malkas (eds.) New Perspectives on Planning in Educational Organizations, San Francisco, Far West Laboratory, (November 1980), p. 19.

12. Hall, Gene E., "The Concerns Based Approach to Facilitation Change" Educational Horizons (Summer 1979), Vol. 57, No. 4.

13. Hall, Gene E., S.F. Loucks, W.L. Rutherford, and B.W. Newlove, Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption, Journal of Teacher Education, 1975.

BIBLIOGRAPHY

Anderson, Vernon, Curriculum Guidelines in An Era of Change, New York, Ronald Press Company, 1969.

Beckner, James and Carole Hahn, Wingspread Workbook for Educational Change, Boulder, Colorado, Social Science Education Consortium, 1977.

Hall, Gene E., Loucks, S.F., Rutherford, W.L., and Newlove, B.W. Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption, Journal of Teacher Education, 1975.

Hall, Gene E., Wallace, R.D., Jr., and Dossett, W.A., A Developmental Conceptualization of the Adoption Process Within Educational Institutions, Austin: Research and Development Center for Teacher Education, The University of Texas, 1973.

Havelock, Ronald G., The Change Agent's Guide to Innovation in Education, Englewood Cliffs, New Jersey.

Havelock, Ronald G., Huber, Janet, and Zimmerman, Shaindel, Major Works on Change in Education: An Annotated Bibliography with Author and Subject Indices, Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1969.

Havelock, Ronald, et al. Planning for Innovation Through Dissemination and Utilization of Knowledge, Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1971.

Leeper, Robert (Ed.) Strategy for Curriculum Change, Washington, D.C.: American Association for Curriculum Development, 1965.

Loucks, S.F., Newlove, B.W., and Hall, G.E., Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviews and Raters, Austin: Research and Development Center for Teacher Education, The University of Texas, 1976.

Loucks, Susan and Pratt, Harold "The Buck Stops Here: A Concerns-Based Approach to Curriculum Change" Educational Leadership, December, 1979.

Miles, Matthew B., Innovation in Education, New York, N.Y.: Teachers College, Columbia University, 1964.

Myers, Charles, "'Diffusion' Does Not Equal 'Instructional Change'" Social Education, October 1979.

Newlove, B.W. and Hall, G.E., A Manual for Assessing Open-ended Statements of Concern, Austin: Research and Development Center for Teacher Education, 1976.

Rogers, Everett M. and Shoemaker, Floyd, Comunication in Innovation: A Cross Cultural Approach, 2nd ed., New York, N.Y.: The Free Press, 1971.

Sarason, Seymour B., The Culture of the School and the Problem of Change, Boston, Massachusetts: Allyn and Bacon, Inc., 1971.

Social Science Education Consortium, Inc., A Handbook for Departmental Leadership in the Social Studies, revised edition, Boulder, Colorado: SSEC, 1976.

Clark, David, McKibbin, Sue and Malkas, Mark, New Perspectives on Planning in Educational Organizations, Far West Laboratory: San Francisco, 1980.

INTROD

Studies/Citizenship teachers in rural areas have identified ao locate a bank of generic teacher competencies as well as prareadings and training suggestions which might serve to assistn areas of concern. This is the purpose of the OSSI Source

Sone is a listing of social studies teacher competencies develothe Minnesota Department of Education and used by ten statesding Texas, in the Multi-State Consortium on Performance Based Education. It can be used as an assessment instrument for inl and group needs of social studies teachers.

Stwo is an outline of the social studies competencies. Listedeach competency are the suggested readings from the Nationcil for Social Studies journal and bulletins. These sourcehe final result of teachers in the field critiquing readin choosing those that offered the most practical (from a claseachers viewpoint) assistance to personal competency develo

Sthree of the OSSI Sourcebook is a practical tool for use inssessment and/or personal growth programs. This sourcebook ided to provide a guide for growth over a period of weeks or mond districts are encouraged to modify the list of competencreadings to meet their local needs.

Aings are identified by article title, and either the Nationcil for Social Studies publication number, or the identifying and issue number of the NCSS journal Social Education.

Social Studies Teacher Competencies*

I.	DEMONSTRATES BEHAVIOR IN CLASSROOM AND OTHER TEACHING SITUATIONS TO FACILITATE PUPILS' DEVELOPMENT TOWARD COGNITIVE AND AFFECTIVE GOALS IN THE SOCIAL STUDIES.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Uses a clearly thought-out rationale to guide his selection of objectives, learning experiences, and teaching strategies, and evaluation procedures.	SA	A	NO	D	SD
2.	Focuses upon significant and feasible objectives and helps pupils identify objectives for their learning.	SA	A	NO	D	SD
3.	Creates a warm and open climate which facilitates student learning.	SA	A	NO	D	SD
4.	Draws upon learning principles and knowledge of students to motivate them to active interest and participation in class.	SA	A	NO	D	SD
5.	Draws upon learning principles to effect behavioral change.	SA	A	NO	D	SD
6.	Uses teaching and discussion strategies appropriate to the purpose of a lesson or unit.	SA	A	NO	D	SD
7.	Provides many opportunities for work in which pupils have a chance to work together to achieve common ends.	SA	A	NO	D	SD
8.	Makes use in teaching of some conceptual or theoretical structure to help pupils gain more intellectual power or tools of analysis for examining new situations. Provides pupils with learning experiences and instructional materials which help them structure concepts and generalizations.	SA	A	NO	D	SD
9.	Uses content appropriate to stated goals.	SA	A	NO	D	SD

10. Uses a multimedia program with instructional materials appropriate to goals and to the pupils in the class; does not rely upon one source of information for all pupils all of the time. SA A NO D SD

11. Uses learning experiences appropriate to the goal and to the pupils in a class. Varies within a class period, from day to day, and from one unit to another. SA A NO D SD

12. Uses varied evaluation techniques to provide feedback to pupils and their parents about pupils' progress and to the teacher about effectiveness of his/her teaching. Evaluates for all goals of teaching. SA A NO D SD

13. Adjusts learning experiences and instructional materials to the general composition of the class and also to individual differences among pupils. SA A NO D SD

II.	DEMONSTRATES A KNOWLEDGE OF ALL OF THE SOCIAL SCIENCES AS DISCIPLINES, INCLUDING WAYS OF STRUCTURING, TYPES OF ANALYTICAL QUESTIONS ASKED, METHODS OF EXPLANATION USES, METHODS OF ADVANCING KNOWLEDGE, MAJOR COMPETING THEORIES. THE CHANGING NATURE OF FIELDS, AND WAYS OF KEEPING CURRENT WITH DEVELOPMENTS IN THE FIELD, TOGETHER WITH THE ABILITY TO INTEGRATE AND APPLY THIS KNOWLEDGE TO THE DEVELOPMENT AND EVALUATION OF CURRICULUM AND INSTRUCTIONAL MATERIALS AND TO THE CANDIDATE'S WORK IN THE CLASSROOM.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Can explain the characteristics of social science disciplines as disciplines.	SA	A	NO	D	SD
2.	Demonstrates a broad understanding of the different social science disciplines and of their points of convergence and divergence.	SA	A	NO	D	SD
3.	Demonstrates knowledge of sources of information for keeping abreast of changes in the social sciences and keeping informed about current affairs.	SA	A	NO	D	SD
4.	Applies knowledge of the social sciences as he/she develops and evaluates curriculum materials, unit and lesson plans, and instructional materials, and as he/she works in the classroom.	SA	A	NO	D	SD

III.	DEMONSTRATES THE SKILLS AND BEHAVIORS WHICH HE SHOULS BE ABLE TO HELP PUPILS DEVELOP, INCLUDING THOSE IN THE AREA OF HUMAN RELATIONS.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Is alert to incongruities, recognizes problems, and is concerned about them. Uses some problem solving model when faced with problems. Is both a creative and a critical thinker.	SA	A	NO	D	SD
2.	Locates and gathers information effectively.	SA	A	NO	D	SD
3.	Demonstrates the ability to conceptualize and draw inferences from data.	SA	A	NO	D	SD
4.	Communicates effectively both orally and in writing. Is poised in many kinds of small and large group situations. Demonstrates group process skills both as a leader and as a member of a group.	SA	A	NO	D	SD
5.	Demonstrates human relations skills established as goals for pupils. Also demonstrates by various behaviors that he values human dignity.	SA	A	NO	D	SD
6.	Demonstrates in varied way that he/she has a positive self-concept.	SA	A	NO	D	SD
7.	Demonstrates in various ways that he/she supports the process values needed in a democracy.	SA	A	NO	D	SD
8.	Demonstrates that he/she will act upon values; work out a rational and consistent value system.	SA	A	NO	D	SD
9.	Demonstrates in many ways that he/she has a desire to learn and to think rationally.	SA	A	NO	D	SD

IV.	DEMONSTRATES KNOWLEDGE OF PRINCIPLES OF LEARNING, INCLUDING BOTH COGNITIVE AND AFFECTIVE LEARNING, ASOLESCENT PSYCHOLOGY, INDIVIDUAL DIFFERENCES, AND SOCIAL STUDIES METHODS, CURRICULUM, AND MATERIALS OF INSTRUCTION, TOGETHER WITH THE ABILITY TO APPLY THIS KNOWLEDGE TO THE DEVELOPMENT AND EVALUATION OF TEACHING PLANS AND INSTRUCTIONAL MATERIALS AS WELL AS IN CLASSROOM TEACHING AND OTHER WORK WITH PUPILS.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Develops and acts upon a logically consistent rationale for teaching social studies in public schools. Can explain how such a rationale helps a teacher plan and teach.	SA	A	NO	D	SD
2.	Can explain the importance of objectives, states them clearly, and makes effective use of them in planning, teaching, and evaluating pupil progress.	SA	A	NO	D	SD
3.	Adapt learning experiences, instructional materials, and plans, to the maturity level and characteristics of a specific class as well as to the individual differences within the class, including differences in interests, attitudes, personality characteristics, cognitive styles, previous cognitive learning abilities, and skills.	SA	A	NO	D	SD
4.	Applies principles of learning and research findings on teaching strategies, including general strategies, discussion strategies and small-group processes in the selection and development of learning experiences, instructional materials, and teaching plans.	SA	A	NO	D	SD
5.	Locates and developed instructional materials of various types, Uses specific criteria for evaluating and selecting or developing materials for specific purposes.	SA	A	NO	D	SD

6.	Plans effective lessons, units and courses. Can explain the importance of plans for an effective use of time and for achieving goals.	SA	A	NO	D	SD
7.	Locates and develops devices and instruments for evaluating progress toward different goals.	SA	A	NO	D	SD

V.	DEMONSTRATES KNOWLEDGE OF WAYS OF USING COMMUNITY RESOURCES IN TEACHING, OF PROMOTING GOOD RELATIONSHIPS BETWEEN THE SCHOOL AND THE COMMUNITY, AND OF THE PROFESSIONAL ROLE OF THE TEACHER BEYOND THE CLASSROOM SITUATION TOGETHER WITH THE ABILITY TO APPLY THIS KNOWLEDGE TO WORK WITHIN THE SCHOOL.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Identifies and can explain ways of using community resources to further achievement toward social studies goals.	SA	A	NO	D	SD
2.	Can explain the importance of effective communication with parents and the community if a school is to be able to develop a strong educational program. Identifies and can explain ways of developing effective communication.	SA	A	NO	D	SD
3.	Can explain ways of working with colleagues and administrators on a professional basis.	SA	A	NO	D	SD
4.	Identifies ways of providing for own professional growth.	SA	A	NO	D	SD

*The Task Force to Study Programs leading to Certification for Teachers of Social Studies. Performance Education: Social Studies Teachers Competencies. Minnesota Department of Education. Reprinted by the University of the State of New York: The State Education Department Albany, 1973.

I. TEACHER AS CLASSROOM MANAGER

1.1 Development of Rationale

a) "Six Problems for Social Studies in the 1980's" - Social Education-Vol. 44, No. 7, pp. 561-568.

b) "Recommendations for Improving Social Studies in the 1980s" - Social Education-Vol. 44, No. 7, pp. 570-576.

c) "Reaction to 'Social Roles' Proposal of Span" - Social Education-Vol. 44, No. 7, pp. 587-592, pp. 652-653.

1.2 Selecting Objectives

a) "Social Studies for Young Children Identifying Intellectual Goals-Reactions," Bulletin #53, pp. 170-178.

b) "Regenerating the Social Studies from old Dirges to New Directions," Social Education-Vol. 44, No. 5, pp. 370-374.

1.3 Creation of Climate for Learning

a) "Let's Get It Together: A Case for Integrated Teaming," Bulletin #53, pp. 157-162.

b) "Helping Students Study and Understand Their Social Studies Textbooks," Bulletin #63, pp. 9-20.

c) "Innovative Methods for Teaching About the Future," Bulletin #59, pp. 31-44.

1.4 Learning Principles and Pupil Motivation

a) "Individualized Instruction in the Social Studies: Yes" - Social Education-Vol. 44, No. 4, pp. 318-321.

b) "Individualized Instruction in the Social Studies: No" - Social Education-Vol. 44, No. 4, pp. 322-324.

1.5 Learning Principles and Pupil Behavioral Change

a) "Classroom Management in the Social Studies Class" National Council for Social Studies (NCSS) How To Do It Series 2, No. 7.

b) "What We Don't Know About Teaching of Social Studies" Social Education-Vol. 45, No. 3, pp. 188-189.

c) "What We Know About Teaching Elementary Social Studies" Social Education - Vol. 45, No. 3, pp. 190-193.

1.6 Teaching Strategies for Purpose of Lesson/Unit

a) "The Importance of Learning Activities" Bulletin #53, pp. 37-43.

b) "Question Games for Social Studies," Social Education - Vol. 45, No. 3, pp. 194-196.

1.7 Making Group Work Actually Work

a) "Teaching - Learning Activities in Energy Education," Social Education-Vol. 44, No. 4, pp. 266-270.

b) "Population and Hawaii: A Case Study," Social Education-Vol. 45, No. 2, pp. 109-123.

1.8 Theoretical or Conceptual Structures

a) "Policy Concepts: Energizing Your Curricula," Social Education-Vol. 44, No. 4, pp. 261-265.

b) "Regenerating the Social Studies: From Old Dirges to New Directions," Social Education-Vol. 44, No. 5, pp. 370-374.

1.9 Linking Content to Goals

a) "A Simulation to Launch: A Study of Law and Consumerism," Bulletin #53, pp. 112-117.

b) "Australian Impressions of Social Studies Theory and Practises in Secondary Schools in the United States," Social Education-Vol. 43, No. 4, pp. 291-295.

1.10 How to Use Multimedia

a) "Is There a Videodisc in Your Future." Social Education-Vol. 44, No. 7, pp. 641-642.

b) "Pictures as Teaching Aids: Using the Pictures in History Textbooks," Social Education-Vol. 44, No. 2, pp. 93-99.

1.11 Creation of Varied Learning Experiences

a) "Simulations, Games and Related Activities for Elementary Classrooms," Bulletin #53, pp. 31-36.

b) "Modes of Instruction," Bulletin #62, pp. 34-40.

c) "Citizenship Education and the Slow Learner," Bulletin #52, pp. 74-92.

d) "Making the Social Studies Textbook a More Effective Tool for Less Able Readers," Bulletin #63, pp. 21-26.

e) "Cultural Awareness Through Gaming," Social Education-Vol. 44, No. 7, pp. 627-629.

1.12 Evaluation Techniques for Feedback

a) "A Pictorial Measure of Adolescent Perceptions of the Police," Social Education-Vol. 44, No. 3, pp. 224-227, 248.

b) "A Guide to the Skill of Essay Construction in History," Social Education-Vol. 45, No. 3, pp. 178-182.

c) "How to Check on the Effectiveness of Your Activities," Social Education-Vol. 44, No. 7, pp. 624-627.

d) "Graduation Competency Testing in the Social Studies: A Position Statement of the National Council for the Social Studies," Social Education-Vol. 43, No. 5, pp. 367-371.

II. TEACHER AS SUBJECT AREA SPECIALIST

2.1 Characteristics of Social Science Discipline

a) "Learning About the World," Bulletin #47, pp. 5-44.

b) "Essentials of the Social Studies," Social Education-Vol. 45, No. 3, pp. 163-164.

2.2 Convergence and Divergence of the Social Science Disciplines

a) "Grow Old Along With Me," Social Education-Vol. 44, No. 7, pp. 595-598.

b) "A Framework for Social Science Education," Social Science Education Consortium #159.

c) "Regenerating the Social Studies: From Old Dirges to New Directions," Social Education-Vol. 44, No. 5, pp. 370-374.

2.3 Sources of Information in the Social Sciences

a) "The Future Field: We Have Met the Future and It Is Us," Bulletin #59, pp. 1-17.

b) "Censorship: Does Anybody Care?" Social Education-Vol. 43, No. 4, pp. 304-309.

2.4 Application of Social Science Information

a) "Children Becoming Citizens," Bulletin #58, pp. 40-54.

b) "Premises for Law," Bulletin #53, pp. 106-111.

c) "Implementing Social Studies Objectives: A Critical Assessment of Materials for Teaching About Women," Bulletin #48, pp. 71-100.

d) "What We Must Do: Introduction," Bulletin #48, pp. 1-6.

III. TEACHER AS SKILL BUILDER

3.1 Teacher Skills in Problem Solving, Creative Thinking, and Critical Thinking

a) "If Remembering, Understanding, and Reasoning Are Important...," Social Education-Vol. 45, No. 4, pp. 276, 278-279.

b) "Recognizing Point of View: A Critical Reading Skill in the Social Studies," Social Education-Vol. 44, No. 2, pp. 153-156.

c) "Implications for Teaching in the Cognitive Domain," Social Education-Vol. 43, No. 7, pp. 599-601.

3.2 Teacher Location and Gathering of Information

a) "A Case for Using Survey Techniques with Children," Bulletin #53, pp. 11-16.

b) "Teaching the Black Experience in the United States," Social Education-Vol. 44, No. 7, pp. 622-624.

c) "Helping Students Study and Comprehend Their Social Studies Textbooks," Social Education-Vol. 44, No. 2, pp. 105-112.

3.3 Teacher Skills in Conceptualization and Drawing Inferences

a) "Question Charts and Interconnection Charts," Social Education-Vol. 45, No. 2, pp. 101-107.

b) "Skill Development in Elementary Social Studies: A New Perspective," Social Science Education Consortium #221.

3.4 Teacher Communications Skills

a) "Using Textbooks Creatively," Social Education-Vol. 44, No. 2, pp. 84-137.

b) "Classroom Journals," Social Education-Vol. 42, No. 1, pp. 15-17.

3.5 Teacher Skills in Human Relations

a) "Now is Not the Time to Set Aside Values Education," Social Education-Vol. 45, No. 2, pp. 101-107.

b) "Oral History in the Classroom," NCSS How To Do It Series 2, #8.

c) "Indoctrination and Social Education: A Critical Analysis," Social Education-Vol. 45, No. 3, pp. 200, 202-204.

d) "Moral Advocacy and Social Education," Social Education-Vo. 45, No. 3, pp. 201, 205-207.

3.6 Teacher Skills in Self Concept Formation

a) "Non-Sexist Teaching: Strategies and Practical Applications," Bulletin #48, pp. 102-115.

b) "Skill Development in Elementary Social Studies: A New Perspective," SSEC #221.

3.7 Teacher Skills in Consensus Building

a) "Skill Development in Elementary Social Studies: A New Perspective," SSEC #221.

b) "What Happens 'After the Trial'" Social Education-Vol. 42, No. 7, pp. 634-636.

3.8 Teacher Skills in Value Clarification

a) "Getting A Hold on the Tiger: Assessing Sexism in Schools," Bulletin #48, pp. 8-22.

b) "Values Clarification vs. Indoctrination," Bulletin #53, pp. 24-30.

c) "Inquiry Into Values and Future Education," Bulletin #59, pp. 47-59.

d) "Role of Moral Education in the Public Elementary School," Bulletin #53, pp. 98-105.

e) "Implications for Teaching Values," Social Education-Vol. 43, No. 7, pp. 597-598, 601.

3.9 Teacher Skills in Rational Thinking

a) "Children Making Decisions and Solving Problems," Bulletin #58, pp. 32-39.

b) "Skill Development in Elementary Social Studies: A New Perspective," SEC #221.

IV. TEACHER AS PROFESSIONAL EDUCATOR

4.1 Teacher Skills in the Development of an Individual Teaching Rationale

a) "Instructional Implications for Historical Research for the Elementary Grades," Bulletin #53, pp. 2-6.

b) "Why Mainstreaming," Bulletin #62, pp. 2-7.

c) "Implications for Teaching Citizenship," Social Education-Vol. 43, No. 7, pp. 594-596.

4.2 Teacher Skills in Development of Objectives

a) "Individualized Instruction in the Social Studies Through Learning Centers and Contracts," NCSS How To Do It Series 2, #11.

4.3 Teacher Skills in Teaching/Learning Modalities

a) "Skill Development in Elementary Social Studies: A New Perspective," SSEC #221.

b) A Framework for Social Science Education," SSEC #159.

4.4 Teacher Skills in Application of Educational Research

a) "Applying A Vision of Reality to School Settings." Bulletin 57, pp. 10-12.

b) "Project SPAN," Social Education-Vol. 44, No. 7, pp. 557-592.

4.5 Teacher Skills in Material Development

a) "Evaluating Textbooks for Elementary Social Studies, Criteria for the 70's," Bulletin #53, pp. 145-149.

b) "Teaching of World History," Bulletin #54, pp. 1-29, 45-53, 63-73.

c) "Curriculum Approaches to Teaching About the Futures," Bulletin #59, pp. 21-28.

d) "Correcting Sex Stereotypes in Textbooks," Bulletin #63, pp. 35-48.

e) "Creating Crossword Puzzles for the Social Studies Unit," Social Education-Vol. 44, No. 3, pp. 216-217.

4.6 Teacher Skills in Planning

a) "Wingspread-Workbook for Educational Change," SSEC #180.

b) "The Time It Takes: Managing/Evaluating Writing and Social Studies," Social Education-Vol. 43, No. 3, pp. 194-197.

4.7 Teacher Skills in Using Evaluation Procedures

a) "Evaluating the Outcomes of Future Education," Bulletin #59, pp. 69-74.

b) "Using Questions in Social Studies," NCSS How To Do It Series 2, #4.

V. TEACHER AS AN INTERDEPENDENT HUMAN RESOURCE

5.1 Using Community Resources Effectively

a) "Utilizing the Community Grades 4-6," Bulletin #53, pp. 65-72.

b) "Learning and Earning Citizenship Through Participation," Bulletin #52, pp. 48-72.

c) "Involving the Community," Bulletin #62, pp. 66-75.

d) "Preparing a Primary Source Package on Your Community's History," Social Education-Vol. 44, No. 7, pp. 614-618.

e) "Chambers of Commerce and Bureaus of Tourism as Resources for Teaching About American Cities," Social Education-Vol. 43, No. 7, pp. 576-577.

5.2 Effective Communications With Parents

a) "The Censorship Game and How To Play It," Bulletin #50, pp. 1-47.

b) "Parents and Teachers: Partners in Values Education," Social Education-Vol. 43, No. 6, pp. 477-478, 480.

5.3 Effective Working Relations With Colleagues/Administrators

a) "Diffusion Activities in the Social Studies-By Whom, How, When," Social Education-Vol. 43, No. 6, pp. 484, 486-487.

b) "Diffusion Does Not Equal 'Instructional Change'," Social Education-Vol. 43, No.6, pp. 485, 487-489.

5.4 Development of a Personal Professional Growth Plan

a) "Toward a Constructive Plan of Action in Elementary Social Studies Teacher Education," Social Education-Vol. 44, No. 6, pp. 508-512.

b) "Field-Oriented Teacher Education As A Vehicle for the Professional Development of Elementary School Social Studies Teachers," Social Education-Vol. 43, No. 5, pp. 374-377.

c) "A Practical Guide to Alternative Careers for Teachers," Social Education-Vol. 43, No. 5, pp. 348-352.

OSSI ISSUES PAPERS

Beverly Rodgers, Ph.D.
Carl Hoffmeyer
and
Participating Schools

Region VII Education Service Center
Kilgore, Texas 75662
1981

OSSI PARTICIPANTS RESPONSE TO CITIZENSHIP ISSUES

During Phase I of Project OSSI, participants explored feelings and reactions to a number of citizenship education issues. Each issue and the group response to each issue is presented in this report.

ISSUE 1: Are citizenship education and self-concept education compatible in rural school setting?

Citizenship education and self-concept education are very compatible in rural school settings. How a person feels about himself will affect how he feels about his citizenship role. Although citizenship means many things to many people, it is much more than just obeying the law. It means loyalty to one's family and community and patriotism to one's country. It means helping others who are in need. Citizenship education refers to all the responsibilities one assumes when involved in politics, voting, and patriotism. It means being the best person in every respect that one knows how to be. Citizenship includes being a constructive part of the society in which one lives.

Most rural children are taught respect and love of family. The emphasis of family established a basis upon which to build moral values and feelings of self worth necessary in citizenship. A great sense of responsibility occurs as a student belongs to and represents a family, school, church and/or community.

If a person has a good self-concept, it will help him to have a positive response to citizenship education. A person with a poor self-concept feels inferior to other people. He seldom has any confidence in himself. This can affect him in several ways. To cover up his inferior attitude, he may be louder and more rebellious than others. In some cases he may turn to drugs or other forms of unacceptable behavior to bolster his self-concept. It would be hard to imagine a person with a poor self-concept being a leader or an active member in community or civic affairs.

Classroom teachers must teach citizenship education and self-concept education in order to produce responsible citizens. A planned program of activities should be provided to enable students to experience good feelings about themselves. Until we are able to do this, we cannot really expect students to be interested in the affairs of others, the community, our state, or nation.

Teachers can not assume that the teaching of citizenship principles will guarantee that a student will have a positive self-concept. Instruction in both citizenship education and self-concept education are necessary to build a better citizen for our community.

ISSUE 2: Should rural social studies program be organized around the discipline approach, the concept approach or the student development approach?

Through the decades, social studies teachers, supervisors, curriculum developers, and educators in general have been faced with the challenge of deciding how to organize a program to achieve maximum educational development of its students. Much discussion has revolved around the role of social studies in the areas of affective education, cognitive acquisition, critical thinking, and various other fields. The central problem in planning a social studies curriculum is the diversity of opinions concerning the best approach to use in organizing such a program. The questions which are inherent in this issue concern how to evaluate various approaches to program structure, the soundness of a particular approach for a specific school environment, and which design is best in meeting the needs of the students to be taught and the community to be served. For this challenge, social studies researchers and scholars have presented three basic approaches. While some feel that the social studies curriculum should be organized around the core social science disciplines, others argue that the curriculum should be organized around broad social science concepts taken from the social science disciplines; still others advocate the child development approach with its emphasis on inquiry.

Probably the most common approach to organizing the social studies curriculum is the one structured around the various disciplines . This approach includes the highly cognitive base of those disciplines. Deeply rooted in the content drawn from the core discipline, history, this approach strongly emphasizes continuity and citizenship. A much needed stimulus in the sixties, there is little doubt that it produced intellectual revival for the social studies. The second approach to organizing the social studies program is one in which concepts and generalizations drawn from the various disciplines form the framework of the program. Incorporated in this approach is the emphasis on inquiry as the means to developing better citizenship. For the advocates of this school of thought, the rapid accumulation of knowledge in the last decade makes this approach a necessity.

The student development approach focuses on organizing program in which the emphasis is on inquiry, learning how to learn, dicision-making processes, critical thinking, self-development, and human relations. The thinkers who ascribe to this program feel that through the application of these processes in solving personal and public issues, the student would develop effective citizenship behavior.

Whether any one, or combination of approaches, is utilized, a scope and sequence or a continuum of skills across the school program is necessary to ensure optimum social studies progress. While all of these approaches focus on developing citizenship education, they differ as to the ways and means of achieving this goal. The approaches are not totally unique and separate. They tend to incorporate aspects of each other. The approaches range from the highly cognitive discipline one with its history base to the multidisciplinary concept with its inquiry emphasis to the student development approach with its critical thinking base. Which approach should be used in the rural school setting? Obviously, no one approach is a panacea for the organization of the total social studies program in any school. Despite the fact that the idea of drawing from each of the approaches to organize a social studies curriculum has made it difficult to identify a consensus of opinion as to the purpose of social studies at all levels, diversity in social studies education is both healthy and productive. Rapid changes in today's highly industrialized society lead to early obsolescence; therefore, rural schools need to organize social studies programs which are eclectic in nature----drawing on those aspects of each approach which best fit the needs of the students to be taught and the community to be served.

But are there still other methods of organizing curriculum which could further meet the needs of students? What about organizing the curriculum around societal roles? After all, social studies, if nothing else, should be people focused! As such, it should function to improve the quality of life. Just as from the attempt to verify one thesis often evolves another, perhaps the resolution of this issue has led to the inclusion of still another possibility among curriculum approaches: the organization of a social studies program around those roles we all play in society.

ISSUE 3: Citizenship Education - Feast or Famine?

Citizenship education in the rural schools contains too many aspects to be defined as a famine. It is broad and can be defined in many ways. The home, the teacher, the community, and the implementation of mandates will be considered as separate forces in this issue. However, those forces are interrelated and each has influences and effects on the others.

Home is the first force under consideration. In the home where parents are responsible and participating citizens, the most effective citizenship education will be found. Children learn from example and their parents are the best examples --- good or bad. The most effective teaching tool in any teaching approach is a dedicated, responsible, involved set of parents.

One significant problem in education today is a lack of involvement by the family unit. The only type of involvement for many people today is to complain about all aspects of our goverment and our society. However, many times parents will say that they are unimportant and that their getting involved will do no good. Therefore, many students are seeking examples set in citizenship education that lead to apathy.

The home can be an area where obeying rules and regulations can be fostered if parents are leaders. However, if the parents refuse to set examples and give direction in these areas, the children will once again be left to his/her own devise to decide on actions or reactions.

Citizenship education at school is just a set of building blocks that is available for utilization by the home. If the home utilizes the information and knowledge gained at school by the students, the making of a good citizen is a foregone conclusion. The rural home does a fair job of presenting a good example for children and builds on the blocks.

The second force is the teacher who is the key motivator of students. This is not to say that other factors are not involved but the teacher's initiative can give some rather dull programs some pizzazz. On the other hand, a fantastic program can fall flat on its face for lack of support.

A motivated teacher has many opportunities to gain new ideas and approaches. Research can be done, or he/she can attend professional development programs and/or classes. A rejuvinated teacher can make the classroom come alive. The teacher's classroom management techniques can be a means of teaching citizenship. Even the simple act of borrowing and returning a pencil can be classified as teaching citizenship. Getting along with your peers and/or neighbors is citizenship.

Where is the standard set? The teacher who ignores the classroom management aspects of teaching citizenship is missing a great opportunity where the teacher is casual --- rather than the lecture --- the lesson is often presented in a more memorable way.

The third force to be considered is the community. Community support of citizenship education in the rural school is vital. As community support emerges, certain community beliefs become apparent.

One priority of a public school and community is to produce responsible citizens. The strength of our country lies in knowledge and practice of citizenship skills. Social studies should serve as the delivery system for developing functional citizens. An effective citizen must possess certain knowledge which is derived from the humanities and social science. The population must begin citizenship education with a set of assumptions, beliefs, and expectations about their own community and the world beyond. People must learn and develop life skills which allow desirable interaction. Responsible citizenship is an end result.

With the public school instructional programs becoming more and more cluttered with mandated programs, community support is essential for successful programs. Needs must be met and priorities set. These needs and priorities must involve community input and this will result in community support.

The last force for consideration is implementation of mandates. Citizenship education is one of the easiest of the legislative mandates to teach, therefore it is always included. There are several reasons for this. One is the broadness of the topic, another is the desire of the community, and a third is the need felt by the staff. These three areas, broadness, desire, and need, will be examined as factors for ease of implementation.

The topic of citizenship education is broad. It includes so many things--from saluting the flag to inquiry into court decisions. This broad scope ranging from patriotism, through democratic processess, to inquiry and/or decision making makes the topic difficult unless coordination exists. Citizenship education, then, is usually valued in the rural schools. The community wants it taught and the staff feels the duty to teach it. Thus, citizenship education in the rural schools is a feast.

ISSUE 4: How do we balance the NCSS standards with the reality of rural schools?

The NCSS standards are guidelines for educators. Each rural school will have to identify their own strengths and weaknesses. Some things will need to be emphasized more than others because of the "uniqueness of rural schools."

Every school in the State of Texas is required to deal with the reality of hiring a teacher who has met the TEA teacher certification requirements. NCSS offers an ideal teacher certification program for social studies teachers. However, in the process of investigating future teacher certification in Texas and as a result of adding social studies to the TABS mandated testing program, Texas should begin looking to the NCSS guidelines and thus aid in the improvement of social studies teacher certification.

There must be an effort to meet the standards of broader teacher certification requirements. However, one must also work with what is available. One cannot require all personnel to meet the NCSS standards, but one can identify areas of weaknesses with regards to the standards. Once those areas are identified, methods may be developed for improvement. This may be done with inservice training and workshops to fill in the gaps of what is going on in the field of social studies. Teachers should be willing to share ideas and materials.

Another possible alternative to bring about a balance for the social studies program in the rural schools would be to bloc teachers according to their specialized teaching skills. This could be done by grouping children and allowing them to experience different teaching techniques such as lectures, simulation, and projects. This idea could be further developed through professional development inservice projects developing the various skills.

Staff members could develop the skills and use them as they would apply to their particular situation. In reality, rural schools may not be able to meet all the NCSS standards. However, it would be possible for all concerned to become more informed about what is going on in social studies and where the information is coming from. For, in the final analysis, the teacher will be the one who can best arrive at the solution to making a situation as workable as possible. A healthy balance can only be maintained with an abundant supply of creativity from the teaching staff. Individual teachers may then "zero" in on standards which would aid in identifying both strenghts and weaknesses.

ISSUE 5: Should the National Assessment for Educational Progress or Texas Education Agency bank of social studies objectives be used as the framework for OSSI?

We, in the rural schools, find no balance between National Assessment of Educational Progress Citizenship/Social Studies (NAEP) and TEA objectives. NAEP objectives are more global, focusing on understanding of processes and TEA objectives are more specific emphasizing the mastery of skills and memorization of facts. Many of the TEA objectives will tie into broad NAEP objectives as sub-headings. This may be one way to combine TEA in NAEP objectives. Following the incorporation of NAEP and TEA objectives, the student stould be better prepared for living in a multi-cultured global society. The NAEP standards use citizenship as an objective stressing the interdependence of nations whereas with the TEA objectives citizenship is only a sub-goal stressing only community involvement. NAEP states dignity of others and rights of all individuals where TEA definitely states that multicultural education be studied. TEA states that the student will learn and use a variety of processes in achieving knowledge of history, geography and economics as the traditional Social Studies method.

In teaching, NAEP and TEA objectives should be incorporated to better prepare the students for responsible citizenship participation in any community he/she may choose to live.

ISSUE 6: Do rural schools have adequate resources to teach Citizenship/Social Studies effectively?

Most rural schools can provide adequate material and human resources to offer a balanced social studies program. In order to provide a broad and complex education that is neseccary for a student to live in a global society, it is imperative that each school rural seek to utilize the human and material resources available. For example, the community can provide a wealth of opportunities for learning experiences. Rural school teachers are normally acquainted with the members of the community and faculty. This makes it easier to utilize various untapped resources. Students and/or teachers can survey the area for people whose primary interest and abilities focus on rural schools goals of the various subject areas.

In Texas, regional education service centers, in cooperation with the Texas Education Agency, house cooperatively owned-resource material and film libraries. Literally hundreds of items are available through this service. In addition, there is also an abundance of free and inexpensive materials available through publications, organizations and various business institutions.

Personnel is always a factor in a balanced social studies program. One alternative is to balance faculties by methods of expertise rather than subject matter qualifications. For example, a instructor well versed in using the inquiry method would be encouraged to use this method. Other faculty members could be selected according to knowledge and skill in a different instructional method. In this manner, students would be exposed to a variety of teaching strategies and personnel could use the instructional approach suited to their abilities and interest. In a small school situation, teachers are occasionally called upon to teach in an area in which they are not as well qualified as would be desired. However, teacher training is available through various professional development programs, workshops, and institutions.

It takes an ingenious, hard-working teacher to organize, recruit, schedule and implement a program that results in a balanced social studies curriculum. Rural school systems are able to achieve a well-balanced social program only if they coordinate and utilize community resources, instructional aides and resourceful personnel.

ISSUE 7: How should the impact of technology on rural areas be addressed in the citizenship curriculum?

Educators in rural schools should emphasize the impact of a technological society on the rural environment. In today's fast changing, complex and easily accessible world, it is important to stress the interdependence of rural and technological societies. The technological advances that have occured in the past years have impacted the rural communities in several ways. It is important that schools emphasize the place and importance of the rural area in today's world. Teachers need to have students examine ways in which technology does affect rural life. That is, emphasis should be placed on the uniqueness of the rural society with an understanding of the technological society. At a minimum, students are exposed to urban society through the media and travel. They need to know and understand the interaction. Social studies teachers should never try to separate the rural society from the rest of the world. Although people from the urban areas bring them different sets of values, steps should be taken to protect and preserve the rural society. Students of rural areas should realize that rural culture has a special place in society.

In sum, the curriculum should provide equal emphasis to the uniqueness of the rural environment and to the impact of a technological society on a rural environment. The school curriculum for today's student, in a highly mobile society, should reflect both worlds.

Bibliography #022

coordinatingor Texas educators
Southwest T
211 East 7th
Austin, Texa
(512) 476-68

RESOURCE BIBLIOGRAPHY
ON
ELEMENTARY SOCIAL STUDIES

Symbol is type of
materia:ed:
AB = ab:f item
CA = corrticle
EX = ex
MF = mi
BB = bilhy

State of the Art

Ite

CA 022rth, James L., and Shermis, S. Samuel. "Social Studies Goals: The Historical Perspective." Journal of Research and Development in Education 13 (Winter 1980): pp. 1-11.

CA 022rolimek, John. "Social Studies for the Elementary School: Where Have All the Flowers Gone?" Childhood Education 55 (October 1978): pp. 26-31.

CA 022ore, Jerry R. "Social Studies Assessment: Current Practice." In Criterion-Referenced Testing for the Social Studies, pp. 9-25. Edited by Paul L. Williams and Jerry R. Moore. Washington, D.C.: National Council for Social Studies, 1980.

CA 022singer, C. Frederick, and Fontana, Lynn A. "Social Studies: A Look Ahead." NASSP Curriculum Report 10 (October 1980). Reston, VA: National Association of Secondary School Principals. 12p.

EX 022uster, Albert H., and Ploghoft, Milton E. The Emerging Elementary Curriculum, 3rd edition. Chapter 8: "Emerging Programs in Social Science Education." Columbus, OH: Charles E. Merrill Publishing Co., 1977. pp. 218-248.

CA 022lton, David A. "What We Know About the Teaching of Elementary Social Studies." Social Education 45 (March 1981): pp. 190-193.

Research

	Item #	
CA	022-7	Herman, Wayne L., Jr. "Reading and Other Language Arts in Social Studies Instruction: Persistent Problems." In *A New Look at Reading in the Social Studies*, pp. 1-20. Edited by Ralph C. Preston. Newark, DE: International Reading Association, 1969.
CA	022-8	Joyce, William W., and Alleman-Brooks, Janet. "Resolving the Identity Crisis in Elementary and Middle School Social Studies." *Journal of Research and Development in Education* 13 (Winter 1980): pp. 60-71.
CA	022-9	Martorella, Peter H. "Research on Social Studies Learning and Instruction: Cognition." In *Review of Research in Social Studies Education: 1970-1975*, pp. 15-53. Edited by Francis P. Hunkins and others. Boulder, CO: ERIC Clearinghouse for Social Studies/Social Science Education, 1977.
CA	022-10	Shaver, James P., and Larkins, A. Guy. "Research on Teaching Social Studies." In *Second Handbook of Research on Teaching*, pp. 1243-1262. Edited by Robert M.W. Travers. Chicago: Rand McNally College Publishing Company, 1973.
CA	022-11	Skretting, J.R., and Sundeen, J.E. "Social Studies Education." In *Encyclopedia of Educational Research*, 4th edition, pp. 1231-1241. Edited by Robert L. Ebel. New York: The Macmillan Company, 1969.

Principles and Theories

CA	022-12	Anderson, Charlotte J., and Anderson, Lee F. "Global Education in Elementary Schools: An Overview." In *Social Studies and the Elementary Teacher: Promises and Practices*, pp. 135-140. Edited by William W. Joyce and Frank L. Ryan. Washington, D.C.: National Council for the Social Studies, 1977.
EX	022-13	Barr, Robert D., Barth, James L., and Shermis, S. Samuel. *Defining the Social Studies*. Chapter 4: "Defining and Interpreting the Social Studies." Washington, D.C.: National Council for the Social Studies, 1977. pp. 57-72.
CA	022-14	Bloom, Benjamin S. "Condensed Version of the Cognitive Domain of the Taxonomy of Educational Objectives." In *Current Research in Elementary School Social Studies*, pp. 449-454. Edited by Wayne L. Herman, Jr. New York: Macmillan Company, 1969.

	Item #	
EX	022-15	Darrow, Helen Fisher. Social Studies for Understanding. Chapter 1: "A Direction for Social Studies." New York: Teachers College, Columbia University, 1964. pp. 1-14.
CA	022-16	The Encyclopedia of Education, 1971 ed. S.v. "Social Studies Education," by Irving Morrissett, William M. Hering, Jr., and John Jarolimek. 17p.
EX	022-17	Hennings, Dorothy Grant; Hennings, George; and Banich, Serafina Fiore. Today's Elementary Social Studies. Chapter 8: "Meeting the Needs of All Children: From Side to Mainstream." Chicago: Rand McNally College Publishing Company, 1980. pp. 252-279.
EX	022-18	Hennings, Dorothy Grant; Hennings, George; and Banich, Serafina Fiore. Today's Elementary Social Studies. Chapter 1: "In Search of a Design for the Social Studies." Chicago: Rand McNally College Publishing Company, 1980. pp. 2-29.
CA	022-19	Jarolimek, John. "The Basics in Social Studies: Implications for the Preparation of Teachers." In Competency Based Teacher Education: Professionalizing Social Studies Teaching, pp. 17-36. Edited by Dell Felder. Washington, D.C.: National Council for the Social Studies, 1978.
EX	022-20	Kaltsounis, Theodore. Teaching Elementary Social Studies. Chapter 1: "Developing Key Objectives for Social Studies." West Nyack, NY: Parker Publishing Company, Inc., 1969. pp. 13-31.
CA	022-21	Lee, John R. "Elementary Schools' Teaching and Learning." In Guide to Reading for Social Studies Teachers, pp. 120-123. Edited by Jonathon C. McLendon. Washington, D.C.: National Council for the Social Studies, 1973.
CA	022-22	McKenzie, Gary R. "The Importance of Teaching Facts in Elementary Social Studies." Social Education 44 (October 1980): pp. 494-498.
BB	022-23	Miller, Jack W., and Johnson, Edward V. "Library Resources to Support Curriculum Improvement." In Social Studies Curriculum Improvement, pp. 83-109. Edited by Raymond H. Muessig. Washington, D.C.: National Council for the Social Studies, 1978.
CA	022-24	Nappi, Andrew T., and Reha, Rose K. "What Every Elementary-School Teacher Should Know About Economics." The Elementary School Journal 78 (March 1978): pp. 242-246.

	Item #	
CA	022-25	Pagano, Alicia L. "Children Learning and Using Social Studies Content." In *Social Studies in Early Childhood: An Interactionist Point of View*, pp. 82-92. Edited by Alicia L. Pagano. Washington, D.C.: National Council for the Social Studies, 1978.
EX	022-26	Remy, Richard C. *Handbook of Basic Citizenship Competencies*. Chapter 2: "Basic Citizenship Competencies: A Summary." Alexandria, VA: Association for Supervision and Curriculum Development, (1979). pp. 3-14.
CA	022-27	Rogers, Vincent; Muessig, Raymond H.; and others. "Social Studies: What Is Basic?" *Teacher* 98 (October 1980): pp. 41-49.
CA	022-28	Sullivan, Cheryl Granade. "Classroom Management in the Social Studies Class." *NCSS How To Do It Series*. Washington, D.C.: National Council for the Social Studies, 1979. 8p.
CA	022-29	Syracuse University Social Studies Curriculum Center. "Major Concepts for Social Studies." In *Concepts in the Social Studies*, pp. 17-23. Edited by Barry K. Beyer and Anthony N. Penna. Washington, D.C.: National Council for the Social Studies, 1971.
EX	022-30	Taba, Hilda. *Teachers' Handbook for Elementary Social Studies*. Chapter 8: "The Development of Skills." Palo Alto, CA: Addison-Wesley Publishing Company, 1971. pp. 128-137.
CA	022-31	Texas Education Agency. *Concept Teaching in Social Studies*. Austin, TX: Texas Education Agency, 1975. 51p. (BU 583505)

Methods and Practices

EX	022-32	The Association of Teachers of Social Studies in the City of New York. *A Handbook for the Teaching of Social Studies*. Chapter 3: "The Art of Questioning." Boston: Allyn and Bacon, Inc., 1977. pp. 39-68.
BB	022-33	Atwood, Beth S. *Building A Map Skills Program*. "Resources." Palo Alto, CA: Learning Handbooks, 1976. pp. 89-93.
EX	022-34	Berger, Evelyn, and Winters, Bonnie A. *Social Studies in the Open Classroom: A Practical Guide*. "Research Skills." New York: Teachers College Press, 1973. pp. 28-39.

	Item #	
CA	022-35	Cornbleth, Catherine. "Using Questions in Social Studies." *NCSS How To Do It Series*. (Washington, D.C.): National Council for the Social Studies, 1977. 8p.
EX	022-36	Hennings, Dorothy Grant; Hennings, George; and Banich, Serafina Fiore. *Today's Elementary Social Studies*. Chapter 16: "Planning Units of Instruction: Objectives, Activities, and Sequences." Chicago: Rand McNally College Publishing Company, 1980. pp. 520-549.
CA	022-37	Manson, Gary; Marker, Gerald; Ochoa, Anna; and Tucker, Jan. *Social Studies Curriculum Guidelines*. Washington, D.C.: National Council for the Social Studies, 1971. 17p. (PA 484207)
CA	022-38	McAulay, John D. "Games to Beef Up Your Social Studies." *Instructor* 86 (February 1977): pp. 66, 68, 72.
CA	022-39	McAulay, John D. "Social Studies: Unfolding Map Concepts." *Teacher* 97 (April 1980): pp. 58, 60-62.
EX	022-40	Michaelis, John U. *Social Studies for Children: A Guide to Basic Instruction*, 7th edition. Chapter 10: "Developing Creative Thinking Through Expressive Activities." Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980. pp. 311-340.
EX	022-41	Michaelis, John U. *Social Studies for Children: A Guide to Basic Instruction*, 7th edition. Chapter 14: "Evaluating Students' Learning." Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980. pp. 447-483.
EX	022-42	Michaelis, John U. *Social Studies for Children: A Guide to Basic Instruction*, 7th edition. Chapter 7: "Incorporating Multicultural, Global, Law-Focused, Environmental, and Career Education." Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980. pp. 198-241.
BB	022-43	Muir, Sharon Pray. "Simulation Games for Elementary Social Studies." *Social Education* 44 (January 1980): pp. 35-39.
CA	022-44	Schneider, Donald, and Brown, Mary Jo McGee. "Helping Students Study and Understand Their Social Studies Textbooks." In *Improving the Use of Social Studies Textbooks*, pp. 9-20. Edited by William E. Patton. Washington, D.C.: National Council for the Social Studies, 1980.
CA	022-45	Texas Education Agency. *Classroom Strategies for Individualizing Instruction in the Social Studies*. Austin, TX: Texas Education Agency, 1979. 90p. (CU 984202)

Item #

CA 022-46 Texas Education Agency. Evaluation and Social Studies: Practical Ideas for Classroom Teachers. Austin, TX: Texas Education Agency, (1978). 42p. (CU 884201)

BB 022-47 Texas Education Agency. Evaluation in Social Studies: An Annotated Bibliography. Austin, TX: Texas Education Agency, 1974. 1p.

CA 022-48 Texas Education Agency. Framework for the Social Studies: Kindergarten-Grade 12. Austin, TX: Texas Education Agency, 1980. 38p. (CU 084202)

CA 022-49 Texas Education Agency. Geographic Skills in the Social Studies, Grades K-6. Austin, TX: Texas Education Agency, 1978. 27p. (CU 884203)

BB 022-50 Texas Education Agency. Inquiry Teaching in Social Studies: An Annotated Bibliography. Austin, TX: Texas Education Agency, 1974. 2p.

CA 022-51 Texas Education Agency. Learning Partners: Reading and Social Studies. Austin, TX: Texas Education Agency, 1977. 30p. (CU 783208)

BB 022-52 Texas Education Agency. Questioning Strategies in Social Studies: An Annotated Bibliography. Austin, TX: Texas Education Agency, 1974. 3p.

CA 022-53 Texas Education Agency. Social Studies Subgoals and Suggested Essential Student Objectives. Austin, TX: Texas Education Agency, 1980. 24p. (CU 084203)

CA 022-54 Turner, Thomas N. "Making the Social Studies Textbook a More Effective Tool for Less Able Readers." In Improving the Use of Social Studies Textbooks, pp. 21-26. Edited by William E. Patton. Washington, D.C.: National Council for the Social Studies, 1980.

Program Descriptions

CA 022-55 Cogan, John J. "Implementing Global Education in the Elementary School: A Case Study." Social Education 42 (October 1978): pp. 503-505.

AB 022-56 Far West Laboratory for Educational Research and Development. Educational Programs That Work, 7th ed. San Francisco: Far West Laboratory, Fall 1980. (Program description of an NDN program).

Item #

CA 022-57 Risinger, C. Frederick. "New Social Studies Programs." NASS Curriculum Report 3 (June 1974). Reston, VA: National Association of Secondary School Principals. 12p.

Curriculum Guides

AB 022-58 The 1980 Curriculum Development Library: Cumulative Index, Volume Four. "Social Studies/Social Sciences." Belmont, CA: Pitman Learning, Inc., 1980. pp. 573-596. (Includes abstracts of 146 curriculum guides which are available on microfiche).

AB 022-59 Curriculum Materials Clearinghouse, Index and Curriculum Briefs. Ann Arbor, MI: Xerox University Microfilms, 1974. (Abstracts of 30 selected documents available on microfiche).

AB 022-60 San Mateo Education Resources Center. Resource Guide from the World of Education: Curriculum Guides. Redwood City, CA: San Mateo County Office of Education, 1978. 3p. (Abstracts of 6 selected documents available on microfiche).

AB 022-61 San Mateo Education Resources Center. Resource Guide from the World of Education: Curriculum Guides. Redwood City, CA: San Mateo County Office of Education, 1979. 3p. (Abstracts of 8 selected documents available on microfiche).

Bibliographies

BB 022-62 CITE Resource Center. Resource Bibliography on Teaching Citizenship Skills: K-12. Austin, TX: CITE, 1981. 4p. (#001)

BB 022-63 "Notable Children's Trade Books in the Field of Social Studies." Social Education 42 (April 1978): pp. 318-321.

BB 022-64 Texas Education Agency. Books for American Culture Studies: A Selected Listing. Austin, TX: TEA, 1978. 18p. (RE 884202)

BB 022-65 Texas Education Agency. Books on the American Indian: A Selected Listing. Austin, TX: TEA, 1975. 11p.

BB 022-66 Texas Education Agency. Books on Asian Studies: A Selected Listing. Austin, TX: TEA, 1975. 22p. (PA 584203)

	Item #	
BB	022-67	Texas Education Agency. Books on the Black American: A Selected Listing. Austin, TX: TEA, 1978. 26p. (RE 884201)
BB	022-68	Texas Education Agency. Books for Latin American Studies: A Selected Listing. Austin, TX: TEA, 1975. 15p. (PA 584205)
BB	022-69	Texas Education Agency. Books on the Mexican American: A Selected Listing. Austin, TX: TEA, 1975. 17p. (PA 584206)
CA	022-70	Texas Education Agency. Professional References for Social Studies: Selected Listing. Austin, TX: Texas Education Agency, 1975. 15p. (PA 584207)
BB	022-71	Winston, Barbara J., and Anderson, Charlotte C. Skill Development in Elementary Social Studies: A New Perspective. "References." Boulder, CO: ERIC Clearinghouse for Social Studies/Social Science Education and SSEC, 1977. pp. 79-84.
BB	022-72	ERIC Bibliography.

CITE
coordinating information for Texas educators
Southwest Tower
211 East 7th Street
Austin, Texas 78701
(512) 476-6861

Bibliography #001

RESOURCE BIBLIOGRAPHY
ON
TEACHING CITIZENSHIP SKILLS: K-12

Symbol indicates type of
material included:
AB = abstract of item
CA = complete article
EX = excerpt
MF = microfiche
BB = bibliography

State of the Art

	Item #	
CA	001-1	Butts, R. Freeman. "The Revival of Civic Learning." *Social Education* 43 (May 1979): pp. 359-364.
CA	001-2	Grigar, Louis. "State-Level Implementation of Citizenship Education." *Educational Leadership* 38 (October 1980): pp. 59-60.
CA	001-3	Texas Education Agency. "Citizenship Education in Texas Schools." Austin: Texas Education Agency, 1980, 6p.
EX	001-4	U.S. Department of Health, Education, and Welfare. *Education and Citizenship: A Conference Report*. Section 5: "Future Directions" pp. 77-89. 1976.

Research

CA	001-5	Ehman, Lee H. "Implications for Teaching Citizenship." *Social Education* 43 (Nov-Dec, 1979): pp. 594-596.
CA	001-6	Fraser, Barry J. and Smith, David L. "Assessment of Law-Related Attitudes." *Social Education* 44 (May 1980): pp. 406-409.
CA	001-7	Simpson, Elizabeth L. "Socialization." In *Curriculum Handbook*, pp. 278-289. Edited by Louis Rubin. Boston: Allyn and Bacon, Inc., 1977.

Principles and Theories

	Item #	
CA	001-8	Croft-NEI Administrator Services. Action Folio #132: *Education for Self-Government - How Schools Can Help Students Grow into Mature and Independent Citizens*, pp. 1-40.
CA	001-9	Croft-NEI Administrator Services. Action Folio #127: *Global Perspectives in Education: Tomorrow's Realities Today*, 44p.
CA	001-10	Engle, Shirley H. "Exploring the Meaning of the Social Studies." In *Curriculum Handbook*, pp. 156-173. Edited by Louis Rubin. Boston: Allyn and Bacon, Inc., 1977.
CA	001-11	Fenton, Edwin. *The Relationship of Citizenship Education To Values Education*, Planning for Moral/Citizenship Education, Occasional Paper No. 2. Philadelphia: Research for Better Schools, 1977, 29p.
CA	001-12	Morrissett, Irving. "Citizenship, Social Studies, and the Academician." *Social Education* 43 (January 1979): pp. 12-17.
CA	001-13	Nelson, Murry R. *Law in the Curriculum*. Bloomington: Phi Delta Kappa Educational Foundation. 1978, 41p.
CA	001-14	Oldenquist, Andrew. "On the Nature of Citizenship." *Educational Leadership* 38 (October 1980): pp. 30-34.
		Shaver, James P. ed. *Building Rationales for Citizenship Education*. Arlington, VA: National Council for the Social Studies, 1977.
CA	001-15	"Building a Rationale for Civic Education" by Fred M. Newmann.
CA	001-16	"Human Consciousness, Social Criticism, and Civic Education" by Harold Berlak.
CA	001-17	"Learning and Earning Citizenship Through Participation" by Dan Conrad and Diane Hedin.
CA	001-18	"Citizenship Education and the Slow Learner" by Charles K. Curtis.
CA	001-19	"The Task of Rationale-building for Citizenship Education" by James P. Shaver.

	Item #	
CA	001-20	Soloman, Warren. "The Importance of Citizenship Education." Missouri Schools. April, 1978. p.17-23. (Includes several short articles on the topic: "Toward a Definition of Citizenship Education," "Assessment (National and State) Reveals Decline in Citizenship Knowledge," "Citizenship Education: A Priority of the Department of Education," "A Citizenship Education Checklist for Local Schools").

Methods and Practices

CA	001-21	Basic Citizenship Competencies Project. Columbus, Ohio: Mershon Center. 1979. (Consists of four products: The Community & Citizenship Education: A Guide for Planning and Leadership; Developing Your Child's Citizenship Competence: A Parents' Guide; Guide to Basic Citizenship Competencies; and Principals and Citizenship Education: A Guide for Effective Leadership).
CA	001-22	Fontana, Lynn A. "A Guide to Sources in Citizenship Education." Educational Leadership 38 (October 1980): pp. 69-71.
EX	001-23	Remy, Richard C. Handbook of Basic Citizenship Competencies. Alexandria, Va: Association for Supervision and Curriculum Development. 1979. pp. 1-14.
CA	001-24	Remy, Richard C., Anderson, Lee F., and Snyder, Richard C. "Citizenship Education in Elementary Schools." Theory Into Practice 15 (February, 1976): pp. 31-36.
CA	001-25	Texas Education Agency. Framework for the Social Studies, Kindergarten - Grade 12. Austin: Texas Education Agency, 1980. (CU 084 202).
CA	001-26	Texas Education Agency. Fundamentals of the Free Enterprise System, Course Guide. Austin: Texas Education Agency. 1975. (BU 584 201).
MF	001-27	Turner, Mary Jane. Law in the Classroom. Activities and Resources. Bethesda, Md: ERIC Document Reproduction Service, ED 179 468, 1979. (An Information Analysis Product).
CA	001-28	Wheeler, Ronald, ed., "Social Studies and the Elementary Teacher: Law-Related Education." Social Education 44 (May 1980): 17p. (A collection of 4 separate, short articles on law-related education in the elementary grades, including a bibliography of children's literature).

Program Descriptions

	Item #	
EX	001-29	Far West Laboratory. Educational Programs That Work. San Francisco: Far West Laboratory, 1979. (Five programs on citizenship).
EX	001-30	Newman, Fred M.; Bertocci, Thomas A.; and Landsness, Ruthanne M. Skills in Citizen Action: An English-Social Studies Program for Secondary Schools. Madison, WI: Citizen Participation Curriculum Project, 1977, pp. 1-15.
		Texas Education Agency. You and the Law, A Unit on Citizenship, Grade 8. Austin: Texas Education Agency. 1973.
CA	001-31	You and the Law - Guide for Teaching a Sixteen Class-Hour Unit in Citizenship Education (MA 384 201).
CA	001-32	You and the Law - Themes and Programs (Correlation of Unit Materials) MA 384 204.
CA	001-33	You and the Law - Printed Scripts (MA 384 203).
CA	001-34	You and the Law - Overhead Transparency Masters (MA 384 202).

Curriculum Guides

AB	001-35	Curriculum Materials Clearinghouse. Ann Arbor, MI: Xerox University Microfilms. 1974. (A collection of 10 abstracts of curriculum materials with an emphasis on citizenship education. Materials appropriate for K-5 and 9-12 grades).
AB	001-36	Pitman Learning, Inc. The 1980 Curriculum Development Library. Belmont, Ca: Pitman Learning, Inc. 1980. Vol. 4: Social Studies. (A collection of 76 abstracts of curriculum guides for classes ranging from kindergarten through grade 12. Each guide has some emphasis or an important component dealing with the topic citizenship).

Bibliographies

BB AB	013-37	ERIC Bibliography.
BB	013-38	Texas Education Agency. American Government and Citizenship Education: A Resource Guide. 1980. 37p.

CITE
coordinating information for Texas educators

Request No.	
In	
Out	

Item Order Form for Resource Bibliography

Send completed form to:
CITE Resource Center
Southwest Tower
211 East 7th Street
Austin, TX 78701
(512) 476-6861

Name ______ Title ______

Affiliation ______ Phone ( ) ______

Return Address ______ City ______

State ______ Zip ______

ESC Region ______

CITE Resource Bibliography #______

Only five items are allowed for each Item Order Form. List below the number and title of the items you wish. In the case of microfiche orders, list the item number and the unique identifying number for each document in microform (ex. ED 000 000, or CDL 0*-000.)

ITEM#	MICROFICHE # (when applicable)	TITLE

OSSI NEEDS ASSESSMENT AND EVALUATION GUIDE

The OSSI Assessment Section was designed to assist districts in assessing knowledge, attitude, and competencies of the local staff and students in areas of Citizenship/Social Studies. Therefore seven instruments are included:

1. The OSSI Content Test for Teachers
2. The Person Self Assessment Inventory for Social Studies Teachers
3. Social Studies Teacher Competency Instrument
4. Reading Inventory for Secondary school Social Studies Teachers
   Robert Hughey and H.T. Fillmer Social Education/January 1980.
5. NCSS Curriculum Guidelines and Needs Instrument
6. Concerns Based Adoption Model Instruments
   Contact: Dr. Gene E. Hall
   The Research and Development Center for Teacher Education
   EDA 3.114 The University of Texas in Austin
   Austin, Texas 78712
   Phone - 512/417-3844
7. Student Mastery Tests Grades 5, 8, 11

NAME ______________________

DATE ______________________

SCORE ________ PRE: ________ POST: ________

OSSI CONTENT TEST

I. Social Studies Theory

________ 1. The term "social studies" was officially adopted in __________________.

- a. 1850
- b. 1916
- c. 1944
- d. 1889

________ 2. The most common pattern of social studies programs is _________________.

- a. Child-Centered Approach
- b. Problems-of-Living Approach
- c. Social Science Discipline approach
- d. Balanced program of a, b, and c

________ 3. Key concepts of Hilda TABA Program (fill in missing concepts)

causality
conflict
____
differences
institutions

modification
power
societal control
____
values

________ 4. The journal of the National Council for the Social Studies is ______________.

- a. Social Digest
- b. Social Education
- c. Social Report
- d. Social Studies News

________ 5. The purposes of social studies, according to the National Council for Social Studies include ...

- a. Knowledge about the human condition which includes past, present, and future
- b. Skills necessary to process information
- c. Skills to examine values and beliefs
- d. Application of knowledge through active participation in society
- e. All of the above

________ 6. The publication of the Texas Council for Social Studies is ...

- a. Texas Social Studies
- b. Southwestern Journal of Social Education
- c. Social Studies Texas Style
- d. Journal for the Texas Social Studies Council

________ 7. The ERIC Clearinghouse for Social Studies is located in ...

a. Boulder, Colorado
b. Portland, Oregon
c. Columbus, Ohio
d. Los Cruses, New Mexico

________ 8. The ERIC Clearinghouse for Rural/Small Schools is located in ...

a. Boulder, Colorado
b. Portland, Oregon
c. Columbus, Ohio
d. Los Cruses, New Mexico

________ 9. The primary purpose of Social Studies is ...

a. History Education
b. Citizenship Education
c. Social Science Education
d. Political Science Education

________ 10. American History is not emphasized at which grade level.

a. Grade two
b. Grade five
c. Grade eight
d. Grade eleven

________ 11. Global Studies and cultures in not emphasized at which grade level.

a. Grade two
b. Grade four
c. Grade six
d. Grade eight

________ 12. Texas History is emphasized at which grade level.

a. Grade two
b. Grade three
c. Grade seven
d. Grade nine

________ 13. According to recent studies, Elementary Social Studies is perceived by students as ...

a. boring
b. hard
c. fun
d. exciting

________ 14. According to recent studies, High School Social Studies is perceived by students as ...

a. boring
b. hard
c. fun
d. exciting

Grade level overview: Place the grade level appropriate for each content description in the blank provided:

	Grade		Description
______ 15.	4	a.	The child and his investigation of himself, his family, home, school, neighborhood and the accompanying living and working functions of each in which the child learns to work in groups, to use classroom tools, to share materials, to use simple inquiry skills and social participation.
______ 16.	2	b.	Individuals, families, schools and social institutions of the neighborhood, ways of living and working together using available resources at home, and in other parts of the world (in other environments); yesterday and today with extension of, or introduction of, cooperative and problem-solving skills.
______ 17.	3	c.	Local school neighborhoods, neighborhoods in other countries; how local communities meet common interests and needs of individuals and institutions through human interaction and through services basic to mankind; the introduction of valuing skills and simple map reading skills; the development of skills of responsibility.
______ 18.	6	d.	Development of the local community, other communities, states and regions in other parts of the world; ways they adjust to the environments develop and use technology and human and natural resources, and adapt from other cultures while extending student interests; knowledge of occupations, values and value systems, map skills, organization, inquiry and other skills.
______ 19.	8	e.	State (History), region, nation and world communities influenced by the past; present use of environment, distribution of human and natural resources, use of societal controls, ever-present problems, and the influence of geography on development with extension of research skills, problem-solving and valuing activities.
______ 20.	1	f.	The United States, Canada and regions of the world; the growth and development of nations and regions of the world as influenced by geography, history, physical and cultural environments, and the roles and relationships which develop and exist among them while comparative study, problem-solving, and awareness of how to affect change as an individual are emphasized.

		Grade		Description
______	21.	7	g.	Western Europe, Latin America and other regions of the world with comparative studies on the growth and development of nations and regions of the world, influenced by geography, history, physical and cultural environments and cultural environments and the roles and relationships which develop and exist among them; also stressing pupil-teacher planning and decision-making.
______	22.	5	h.	Area studies of World Civilization (global studies) including the Middle East, Asia and Africa.
______	23.	11	i.	United States history (including instruction in the Constitution of the United States of America).
______	24.	12	j.	Course offerings of 9-12 are allowable at any level but must provide: United States History (2 semesters required); United States Government (2 semesters required or 1 semester of U.S. government or civil government and 1 semester of an acceptable citizenship course). The classes must deal with the historical, political, civic, sociological, economic and philosophical aspects of the Constitution of the United States. In addition to the required courses, each commissioned high school shall include in the curriculum: ancient, medieval or modern history and economic or physical geography. Courses approved for the foregoing additional elective offerings and for other electives are: African Studies, Early World Civilizations, Psychology, Sociology, Urban Affairs, Western Civilization, Anthropology, Asian Studies, Economics, Ethnic Studies (U.S.), Latin American, Area Stuies, Modern World Civilization, World Civilization, World Geography, Current Problems, Introduction to Social Science, and Values and Issues.
______	25.	9	k.	Same as J
______	26.	10	l.	Same as J
______	27.	Kindergarten	m.	Same as J

28. The three most popular approaches to social studies curriculum have been

(28)____________________, (29)____________________, and (30)____________________.

a. history as social studies
b. social science
c. inquiry approach
d. reflective thinking
e. citizenship education

Select five (5) subject areas from the social sciences. At your grade level, name three films, instructional multimedia kits, or instructional aids which you might use next year in your classroom.

Subject	Grade Level	Film; Kit; or Instructional Aid
EXAMPLE Free Enterprise	8	a. Proctor & Gamble Consumer Education Kit b. Newsweek Multimedia Kit c. SSEC booklet on Teaching Pre-college economics
1.		a. b. c.
2.		a. b. c.
3.		a. b. c.
4.		a. b. c.
5.		a. b. c.

A Personal Self Assessment Inventory for Social Studies Teachers*

1.1 ARE STUDENTS INVOLVED IN PLANNING MY CLASSES?

1.11 In my classroom/school/district, students are involved in the formulation of goals and in the selection of activities and instructional strategies.

hardly ever 1 2 3 4 5 almost always

1.12 Students in my classroom/school/district are involved in the assessment of curriculum outcomes.

hardly ever 1 2 3 4 5 almost always

1.13 The faculty, administration, and community at large are committed to student involvement.

hardly ever 1 2 3 4 5 almost always

1.2 ARE MY CLASSES RELEVENT?

1.21 The central focus of the curriculum of my classroom/school/district revolves principally around enduring social issues.

hardly ever 1 2 3 4 5 almost always

1.22 In my classroom/school/district a wide variety of materials are prepared at a multiplicity of reading and interest levels in an effort to expose every child to all sides of an issue.

hardly ever 1 2 3 4 5 almost always

1.23 In my classroom/school/district the curriculum being studied focuses upon problem solving and the decision making process related to social issues.

hardly ever 1 2 3 4 5 almost always

1.24 Controversial issues such as racism, poverty, war, and pollution are dealt with in increasing complexity throughout the grades in my classroom/school/district.

hardly ever 1 2 3 4 5 almost always

---

*Adapted from A Self Assessment Inventory for Social Studies to Accompany the National Social Studies Guidelines, Alleman, Clegg, Huxford, University of Washington, TTT Program, 1971.

1.25 In my classroom/school/district opportunities are provided for students to meet, discuss, and work with ethnic groups other than their own.

hardly ever 1 2 3 4 5 almost always

1.26 Students in my classroom/school/district gather data from sources within the community as well as in the classroom.

hardly ever 1 2 3 4 5 almost always

1.3 IS THE CONTENT OF MY CLASSES ACCURATE?

1.31 In my classroom/school/district current knowledge, theories, and interpretations are used and are consistent with modern thinking.

hardly ever 1 2 3 4 5 almost always

1.32 In my classroom/school/district textbooks and other instructional resources are carefully evaluated for up-to-date scholarship.

hardly ever 1 2 3 4 5 almost always

1.33 In my classroom/school/district extensive up-to-date references are readily available for use in the social studies curriculum.

hardly ever 1 2 3 4 5 almost always

1.34 Up-to-date social science methods of inquiry and processing data are utilized in my classroom/school/district.

hardly ever 1 2 3 4 5 almost always

1.4 ARE MY CLASSES' OBJECTIVES CLEAR?

1.41 In my classroom/school/district objectives are clearly defined for students in social studies to enable them to clearly understand what is expected of them.

hardly ever 1 2 3 4 5 almost always

1.42 Needs of students in social studies classes in my classroom/school/district are considered in the selection and formulation of objectives.

hardly ever 1 2 3 4 5 almost always

1.43 In my classroom/school/district community resource people are consulted in the planning of long and short range objectives in social studies.

hardly ever 1 2 3 4 5 almost always

1.44 A multiplicity of devices are employed in my classroom/school/district to assess needs and accomplishments of the students in social studies.

hardly ever 1 2 3 4 5 almost always

1.45 In my classroom/school/district social studies objectives are related to each of the following areas: knowledge, skills, and abilities, valuing.

hardly ever 1 2 3 4 5 almost always

1.5 ARE MY STUDENTS INVOLVED IN CLASS?

1.51 In my classroom/school/district students have access to a multiplicity of learning resources appropriate to the objectives of their social studies program.

hardly ever 1 2 3 4 5 almost always

1.52 In my classroom/school/district students in social students are active in the planning process.

hardly ever 1 2 3 4 5 almost always

1.53 In my classroom/school/district students are involved in the selection of goals and play a vital role in assessment and evaluation of the curriculum.

hardly ever 1 2 3 4 5 almost always

1.6 ARE MY LEARNING STRATEGIES VARIED AND BROAD?

1.61 In my classroom/school/district a multiplicity of learning material is available for use in the social studies program.

hardly ever 1 2 3 4 5 almost always

1.62 In my classroom/school/district materials for various academic ability levels and interest levels are available.

hardly ever 1 2 3 4 5 almost always

1.63 In my classroom/school/district a wide range of reading abilities exist and that data is readily available to teachers to assist them in providing students with appropriate social studies materials.

hardly ever 1 2 3 4 5 almost always

1.64 Team planning in my classroom/school/district occurs in a concerted effort to provide students in social studies with appropriate materials.

hardly ever 1 2 3 4 5 almost always

1.7 DO MY CLASSES HELP STUDENTS FACE THE WORLD?

1.71 In my classroom/school/district the social studies program has a clearly defined structure.

hardly ever 1 2 3 4 5 almost always

1.72 In my classroom/school/district the social studies learning experiences are designed in such a manner that students will be enthusiastic and have a zest for further learning.

hardly ever 1 2 3 4 5 almost always

1.73 In my classroom/school/district learning experiences in the social studies program are drawn from the social sciences, humanities, and physical and natural sciences.

hardly ever 1 2 3 4 5 almost always

1.8 DO I REALLY EVALUATE STUDENT PROGRESS?

1.81 In my classroom/school/district social studies objectives for every generalization considered are available and provide focus for planning, development, and evaluation of the program.

hardly ever 1 2 3 4 5 almost always

1.82 In my classroom/school/district data is gathered in an attempt to evaluate each student's progress, both cognitively and affectively.

hardly ever 1 2 3 4 5 almost always

1.83 In my classroom/school/district a variety of evaluation techniques are used to evaluate learnings (cognitive and affective) in the social studies curriculum.

hardly ever 1 2 3 4 5 almost always

1.84 In my classroom/school/district evaluation procedures and progress of students are reported frequently to both the pupil and the parent.

hardly ever 1 2 3 4 5 almost always

1.9 DO MY COLLEAGUES AND MY DISTRICT SUPPORT SOCIAL STUDIES EDUCATION?

1.91 In my classroom/school/district adequate money is allocated and spent for up-to-date social studies materials.

hardly ever 1 2 3 4 5 almost always

1.92 In my classroom/school/district teachers of social studies have a substantial background in the field (both in method and in content).

hardly ever 1 2 3 4 5 almost always

1.93 In my classroom/school/district teachers are trying out and utilizing new innovations in social studies.

hardly ever 1 2 3 4 5 almost always

1.94 In my classroom/school/district the team approach is utilized in order to draw upon the special competencies of individual faculty members.

hardly ever 1 2 3 4 5 almost always

1.95 In my classroom/school/district social studies education considers the needs of the child in his or her immediate environment, (school), in the community, and in society at large.

hardly ever 1 2 3 4 5 almost always

1.96 In my classroom/school/district teachers are actively involved in the formulation, development, and assessment of social studies curriculum in either a decision-making role or as advisors.

hardly ever 1 2 3 4 5 almost always

1.97 In my classroom/school/district social studies consultants are easily accessible.

hardly ever 1 2 3 4 5 almost always

1.98 In my classroom/school/district a social studies philosophy does exist and is considered in the planning, development, and evaluation of the program.

hardly ever 1 2 3 4 5 almost always

Social Studies Teacher Competencies*

I.	DEMONSTRATES BEHAVIOR IN CLASSROOM AND OTHER TEACHING SITUATIONS TO FACILITATE PUPILS' DEVELOPMENT TOWARD COGNITIVE AND AFFECTIVE GOALS IN THE SOCIAL STUDIES.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Uses a clearly thought-out rationale to guide his selection of objectives, learning experiences, and teaching strategies, and evaluation procedures.	SA	A	NO	D	SD
2.	Focuses upon significant and feasible objectives and helps pupils identify objectives for their learning.	SA	A	NO	D	SD
3.	Creates a warm and open climate which facilitates student learning.	SA	A	NO	D	SD
4.	Draws upon learning principles and knowledge of students to motivate them to active interest and participation in class.	SA	A	NO	D	SD
5.	Draws upon learning principles to effect behavioral change.	SA	A	NO	D	SD
6.	Uses teaching and discussion strategies appropriate to the purpose of a lesson or unit.	SA	A	NO	D	SD
7.	Provides many opportunities for work in which pupils have a chance to work together to achieve common ends.	SA	A	NO	D	SD
8.	Makes use in teaching of some conceptual or theoretical structure to help pupils gain more intellectual power or tools of analysis for examining new situations. Provides pupils with learning experiences and instructional materials which help them structure concepts and generalizations.	SA	A	NO	D	SD
9.	Uses content appropriate to stated goals.	SA	A	NO	D	SD

10.	Uses a multimedia program with instructional materials appropriate to goals and to the pupils in the class; does not rely upon one source of information for all pupils all of the time.	SA	A	NO	D	SD
11.	Uses learning experiences appropriate to the goal and to the pupils in a class. Varies within a class period, from day to day, and from one unit to another.	SA	A	NO	D	SD
12.	Uses varied evaluation techniques to provide feedback to pupils and their parents about pupils' progress and to the teacher about effectiveness of his/her teaching. Evaluates for all goals of teaching.	SA	A	NO	D	SD
13.	Adjusts learning experiences and instructional materials to the general composition of the class and also to individual differences among pupils.	SA	A	NO	D	SD

II. DEMONSTRATES A KNOWLEDGE OF ALL OF THE SOCIAL SCIENCES AS DISCIPLINES, INCLUDING WAYS OF STRUCTURING, TYPES OF ANALYTICAL QUESTIONS ASKED, METHODS OF EXPLANATION USES, METHODS OF ADVANCING KNOWLEDGE, MAJOR COMPETING THEORIES. THE CHANGING NATURE OF FIELDS, AND WAYS OF KEEPING CURRENT WITH DEVELOPMENTS IN THE FIELD, TOGETHER WITH THE ABILITY TO INTEGRATE AND APPLY THIS KNOWLEDGE TO THE DEVELOPMENT AND EVALUATION OF CURRICULUM AND INSTRUCTIONAL MATERIALS AND TO THE CANDIDATE'S WORK IN THE CLASSROOM.

Essential Teacher Competency
Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree

1.	Can explain the characteristics of social science disciplines as disciplines.	SA	A	NO	D	SD
2.	Demonstrates a broad understanding of the different social science disciplines and of their points of convergence and divergence.	SA	A	NO	D	SD
3.	Demonstrates knowledge of sources of information for keeping abreast of changes in the social sciences and keeping informed about current affairs.	SA	A	NO	D	SD
4.	Applies knowledge of the social sciences as he/she develops and evaluates curriculum materials, unit and lesson plans, and instructional materials, and as he/she works in the classroom.	SA	A	NO	D	SD

III.	DEMONSTRATES THE SKILLS AND BEHAVIORS WHICH HE SHOULS BE ABLE TO HELP PUPILS DEVELOP, INCLUDING THOSE IN THE AREA OF HUMAN RELATIONS.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Is alert to incongruities, recognizes problems, and is concerned about them. Uses some problem solving model when faced with problems. Is both a creative and a critical thinker.	SA	A	NO	D	SD
2.	Locates and gathers information effectively.	SA	A	NO	D	SD
3.	Demonstrates the ability to conceptualize and draw inferences from data.	SA	A	NO	D	SD
4.	Communicates effectively both orally and in writing. Is poised in many kinds of small and large group situations. Demonstrates group process skills both as a leader and as a member of a group.	SA	A	NO	D	SD
5.	Demonstrates human relations skills established as goals for pupils. Also demonstrates by various behaviors that he values human dignity.	SA	A	NO	D	SD
6.	Demonstrates in varied way that he/she has a positive self-concept.	SA	A	NO	D	SD
7.	Demonstrates in various ways that he/she supports the process values needed in a democracy.	SA	A	NO	D	SD
8.	Demonstrates that he/she will act upon values; work out a rational and consistent value system.	SA	A	NO	D	SD
9.	Demonstrates in many ways that he/she has a desire to learn and to think rationally.	SA	A	NO	D	SD

IV. DEMONSTRATES KNOWLEDGE OF PRINCIPLES OF LEARNING, INCLUDING BOTH COGNITIVE AND AFFECTIVE LEARNING, ASOLESCENT PSYCHOLOGY, INDIVIDUAL DIFFERENCES, AND SOCIAL STUDIES METHODS, CURRICULUM, AND MATERIALS OF INSTRUCTION, TOGETHER WITH THE ABILITY TO APPLY THIS KNOWLEDGE TO THE DEVELOPMENT AND EVALUATION OF TEACHING PLANS AND INSTRUCTIONAL MATERIALS AS WELL AS IN CLASSROOM TEACHING AND OTHER WORK WITH PUPILS.

Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree

1.	Develops and acts upon a logically consistent rationale for teaching social studies in public schools. Can explain how such a rationale helps a teacher plan and teach.	SA	A	NO	D	SD
2.	Can explain the importance of objectives, states them clearly, and makes effective use of them in planning, teaching, and evaluating pupil progress.	SA	A	NO	D	SD
3.	Adapt learning experiences, instructional materials, and plans, to the maturity level and characteristics of a specific class as well as to the individual differences within the class, including differences in interests, attitudes, personality characteristics, cognitive styles, previous cognitive learning abilities, and skills.	SA	A	NO	D	SD
4.	Applies principles of learning and research findings on teaching strategies, including general strategies, discussion strategies and small-group processes in the selection and development of learning experiences, instructional materials, and teaching plans.	SA	A	NO	D	SD
5.	Locates and developed instructional materials of various types, Uses specific criteria for evaluating and selecting or developing materials for specific purposes.	SA	A	NO	D	SD

6.	Plans effective lessons, units and courses. Can explain the importance of plans for an effective use of time and for achieving goals.	SA	A	NO	D	SD
7.	Locates and develops devices and instruments for evaluating progress toward different goals.	SA	A	NO	D	SD

V.	DEMONSTRA:NOWLEDGE OF WAYS OF USING COMMY RESOURCES IN TEACHING, OF PFING GOOD RELATIONSHIPS BETWEEN THOOL AND THE COMMUNITY, AND OF THEFESSIONAL ROLE OF THE TEACHER BE THE CLASSROOM SITUATION TOGETWITH THE ABILITY TO APPLY THISWLEDGE TO WORK WITHIN THE SCHOOL.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Identifies can explain ways of using commu resources to further achievementard social studies goals.	SA	A	NO	D	SD
2.	Can explain importance of effective communiion with parents and the communitf a school is to be able to deve a strong educational program. Idifies and can explain ways of deveing effective communication.	SA	A	NO	D	SD
3.	Can explain w of working with colleagues andministrators on a professional is.	SA	A	NO	D	SD
4.	Identifies wajof providing for own professional gwth.	SA	A	NO	D	SD

*The Task Force to Stdy Programs leading to Certification for Teachers of Social Sudies.
Performance Education Social Studies Teachers Competencies.
Minnesota Department f Education. Reprinted by the University of the State of New Yrk: The State Education Department Albany, 1973.

Reading Inventory for Secondary School Social Studies Teachers:

How Do You Rate?

Roberta M. Hughey and H. T. Fillmer

Directions: Iterefer to the paragraph below. You may findul to skim the items before reading the pı.

Amendriational Prohibition (1919)

Section 1. Afear from the ratification of this article. the manufde. or transportation of intoxicating liquors within. tation thereof into. or the exportation thereof froiited States and all territory subject to the jurisdictif for beverage purposes is hereby prohibited.

Section 2. Thss and the several states shall have concurrent powrce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states. as provided in the Constitution. within seven years from the date of submission thereof to the states by the Congress.

1. Which underlined terms are general words in our language that have a special meaning in the social studies context?

A. Jurisdiction. territory. concurrent
B. Sale. intoxicating. legislatures
C. Ratification. beverage. appropriate
D. Prohibition. article. submission

80

2. Which underlined terms represent technical concepts or functions peculiar to the social studies field?

A. Prohibition, beverage, concurrent
B. Ratification, jurisdiction, legislatures
C. Article, sale, appropriate
D. Intoxicating, territory, submission

3. A teacher who wants to demonstrate how to read for specific purposes might use the above paragraph to show students how to read to:

A. Relate the content to personal experience
B. Memorize significant ideas or functions
C. Understand or make generalizations
D. Understand the main idea and significant details

4. Using a simple readability formula, a teacher has computed the reading difficulty of the paragraph to be about tenth or eleventh grade. The teacher most appropriately decides to:

A. Assign the selection to an average 10th grade class for homework
B. Assign the selection to an average 11th grade class for homework
C. Estimate the readability at a higher level because of the nature of readability formulas and of the material
D. Estimate the readability at a lower level because of the nature of readability formulas and of the material

Mark the letter of the student group below for whom the teacher decisions in items 5 and 6 appear most appropriate

- A. Above-average 11th grade group, approximate reading achievement range 9th grade through college
- B. Mixed 6th and 7th grade "low achievers"
- C. Average 8th grade class in a small rural school
- D. Average 10th grade class in a large city

5. Many of the students should be challenged by the vocabulary in this paragraph. The teacher decides that first guiding students to see the organization of the material should enable them to handle the reading on their own.

6. All but a few of these students will have problems reading this paragraph. The teacher decides to discuss the technical vocabulary with the class, then read the paragraph aloud.

Directions: Items 7–11 refer to the paragraphs below. You may find it helpful to skim the items before reading the selection.

The cities in our society today face a crisis. They are in danger of becoming unlivable. In them poverty, slums, unemployment, crime, pollution, and traffic congestion are all concentrated. Often the problems are related. A poor education, for example, can result in a person's being unable to get a good job. Lack of a job may push a [person] to crime. Because of these relationships, solving one problem can help in solving others.

One reason for the problems is simply that cities have attracted too many people too quickly. . . . The bringing together of so many people of so many different backgrounds has had both good and bad consequences. Such a mixture has brought about an awareness of individual differences as well as a respect for them. Our strength as a nation is due in part to this blending and union of many peoples working together in common effort.

Unfortunately, however, people of different backgrounds do not always feel comfortable living together. Many people want to live only among people who are similar to themselves. . . . As the cities' problems have grown, many white Americans have moved to the suburbs . . . [and] left behind in the city have been various minority groups. . . .

For Items 7 and 8, mark the letter of the appropriate option below.

- A. Related, consequences, similar
- B. Unlivable, unemployment, minority
- C. Danger, concentrated, respect
- D. Society, backgrounds, nation

7. Which underlined terms would be most appropriate for showing students how to find word meaning from clues in the surrounding text?

8. Which underlined terms would be appropriate for showing students how to find word meaning by identifying root words and affixes?

9. A teacher who wants to demonstrate how to read for specific purposes might use these paragraphs to show students how to read to:

- A. Identify examples of comparison and contrast
- B. Understand ideas in sequential order
- C. Relate causes to effects
- D. Anticipate ideas or predict outcomes

Mark the letter of the student group below for whom the teacher decisions in Items 10 and 11 appear most appropriate.

- A. Above-average 11th grade group, approximate reading achievement range 9th grade through college
- B. Mixed 6th and 7th grade "low achievers"
- C. Average 8th grade class in a small rural school
- D. Average 10th grade class in a large city

10. Some of the students will enjoy the challenge of reading the material on their own. For the great majority, the teacher decides to rewrite the material in simpler terms. The ideas are not beyond the students, but the vocabulary is too demanding.

11. Over half of these students should be comfortable with the vocabulary and concepts in this material. The teacher decides to concentrate attention on the needs of the lower 25-30% of the class.

For the classes described in Items 12–15, select the method likely to be most effective for helping students develop essential content-area vocabulary.

12. Average high school class:
    - A. Play word games using common content area vocabulary
    - B. Have better students compile a class dictionary of technical content area terms
    - C. At regular intervals, assign for study 10 or 15 terms with a common root word
    - D. Before major assignments, introduce and analyze key vocabulary with class

13. Low-achieving middle school or junior high class:
    - A. Set aside class time for "free reading" in a variety of content area materials
    - B. Relate key content area words in reading assignments to student experience
    - C. Guide session in choosing dictionary definitions according to textual use of words
    - D. Guide frequent discussions of multiple meanings of words met in reading

14. Average middle school or junior high class:
    - A. Assign five to ten vocabulary words from the text glossary for study and testing at regular intervals
    - B. Have "glossary races" and other vocabulary games using content area words
    - C. Discuss common prefixes and assign for compiling content area word lists
    - D. Guide sessions in determining word meaning from surrounding context

15. Honors 12th grade class:
    - A. Help students build personal dictionaries of technical terms
    - B. Assign group reports on origins of key content area terms
    - C. Set aside regular time for work with *30 Days to*

a More Effective Vocabulary, or similar material
D. Distribute list of key vocabulary before each unit of study

In Items 16–18 select the activity which you feel is most likely to stimulate interest in reading among most "reluctant" but capable readers in an average secondary school classroom.

16. The most likely activity is:
    A. Friends' recommendations of good books
    B. Teacher's enthusiasm for reading
    C. Brief, imaginative, extra-credit book reports
    D. Monthly prizes for most books read

17. The most likely activity is:
    A. Bulletin board displays about class's favorite books
    B. Talks on "Why Read?" by members of student government
    C. Classroom library with wide range of topics and difficulty
    D. Class guided tour of the public library

18. The most likely activity is:
    A. Oral reading by teacher of reviews of new books for teenagers
    B. Extracurricular book club
    C. Frequent "reading for enjoyment" time in class
    D. Multimedia alternatives to books for many assignments

In Items 19 and 20, select the activity most likely to encourage reading about topics related to the content area.

19. For an average 12th grade class:
    A. Have some assignments read aloud in class, with each student reading in turn
    B. Have each student read a biography of a person who has made important contributions to the field
    C. Pair capable and poor readers for regular reading/tutoring sessions on assigned topics
    D. Have groups make weekly displays or transparencies of study-related news or headlines

20. For poor readers in middle school or junior high:
    A. Tape record discussions of student experiences related to study topics; type for later reading
    B. Stock classroom library with interesting "free reading" materials related to study topics
    C. Have groups prepare annotated bibliographies for upcoming topics of study
    D. Assign simple library research projects related to study topics

21. The most appropriate activity for *beginning* instruction in outlining reading material, for an *average junior high or middle school class*, is probably to:
    A. Demonstrate outlining on the board or overhead projector; guide students in filling in a simple outline using major chapter subheads
    B. Assign students to outline the main points of a chapter; give follow-up instruction to students unable to complete the assignment
    C. Demonstrate outlining on the board or overhead projector; assign students to outline a chapter for homework; give follow-up instruction as needed
    D. Pair best and poorest readers; assign teams a chapter to outline as an in-class exercise; have teams trade outlines for evaluation and suggestions

Items 22 and 23 list ways a teacher might assign research projects to account for differences in individual reading ability. For each item, mark the letter of the method you feel is most appropriate for a class with a wide range of reading ability and interests.

22. The most appropriate method is probably to:
    A. Allow each student or group to research topics of interest; guide students to sources of appropriate reading difficulty
    B. Avoid requiring reading research assignments of lower ability students; guide better readers in research skills as needed
    C. Allow each student to explore an aspect of interest; require best readers to consult at least 5 sources, average readers, 3, and poor readers, 1
    D. Assign lower ability students to reading skills kits or workbooks while guiding capable students in research skills needed for assignment

23. The most appropriate method is probably to:
    A. Allow students to form groups according to interest; suggest that poor readers provide visual aids for their groups
    B. Group students to achieve a balance of reading levels and skills; allow students to select problem and to divide responsibility for research and reporting
    C. Allow individual students and groups to explore aspects of interest to them; provide all students with one basic reference to ensure reports are related
    D. Assign various aspects of problems to groups of students balanced in reading levels and skills; give extra credit to the group consulting the most information sources

In Items 24-26 mark the letter indicating the student's most probable reading skills weakness:

24. Student spends five minutes scanning the chapter on World War II to find the date of the bombing of Pearl Harbor. Probably needs help in:
    A. Using an index
    B. Setting purposes for reading
    C. Increasing reading speed (rate of comprehension)
    D. Using a table of contents

25. Student spends so much time looking words up in the dictionary that she seldom finishes her reading assignment. Probably needs help in:

A. Increasing reading speed (rate of comprehension)
B. Recognizing phonetically-spelled words
C. Using a glossary
D. Using context clues to word meaning

26. Student seems to read assignments accurately and thoroughly, but seldom remembers important concepts from the material. Probably needs help in:

A. Improving review techniques
B. Adapting reading rate to purpose
C. Using context clues to word meaning
D. Setting purposes for reading

Items 27 and 28 refer to the paragraph below:

The cross has the same length on all four of its arms, to signify that it gives life equally to all, high or low, east or west. It stands alone always, no words or markings on it, to show that the Red Cross workers have only one thought—to serve. They ask no questions, they care not whether the wounded be ours or those of another people. Their duty is to give and to give quickly.

1) Name another organization that resembles the Red Cross.
2) Might Red Cross workers help people on both sides in a war?
3) Would a rich person probably get faster help from the Red Cross?
4) Why aren't there any words or markings on the red cross?

27. Which of the questions following the paragraph requires students to read at the *lowest* (simplest) level of understanding?

28. Which of the questions following the paragraph requires students to read at the *highest* (most difficult) level of understanding?

Mark the letter of the option following the reading passage and questions below which ranks the questions from lowest to highest (simplest to hardest) reading comprehension level required.

Courage is the quality men like most, and primitive males gauged their manhood by it, as do modern adolescents. Civilized people are dazzled by showy courage. An example is the racing car driver or the trapeze artist, or the bystander who runs through flames to save a stranger.

But there is a truer courage that is more gallant though almost invisible. It is found in those people who live in never-ending pain and yet do not hate others. It is found in adults who, giving up malice and suspicion, teach themselves to relax and trust. It is also found in the quiet acceptance of monotonous jobs that must be done . . . .

1) In view of opinions expressed here, who is the most courageous person you know of?
2) How do teenagers today gauge their manhood, according to this selection?
3) Does the author seem to feel it is easier for us to believe in people or to distrust them?

29. The questions, ranked from lowest to highest?

A. 1, 2, 3
B. 2, 3, 1
C. 3, 1, 2
D. 2, 1, 3

Items 30-32 require matching study questions to students' reading ability. Below are brief descriptions of the reading comprehension levels of four students:

A. Student can understand literal facts, "what the author said"
B. Student can infer beyond stated facts to implications, interpret "what the author meant"
C. Student can analyze and critically evaluate material, assess its worth and validity
D. Student can apply understandings gained from reading to situations in other contexts

Below are a reading assignment and some study guide questions. Mark the letter of the student above for whom each question is most appropriate. (Letters may be used more than once.)

Inventors, Keep Away from My Door

Ah, where's the patented device
That I can learn to master?
My icebox yields me melted ice,
My oven, but disaster.
From stranded cars it is my fate
To view the rural scenery;
For I'm the poor unfortunate
Undone by all machinery

Other people's watches do not send them late for
Amorous appointment or literary tea.
Other people's telephones bring the word they wait for.
But *nothing* ever works for me.

Study Guide Questions:

30. Explain why all readers might not find the poem funny.
31. What does the author feel the devices' attitude is toward her?
32. What devices does the author mention?

33. Possible procedures for selecting textbooks for a class include:

1) Administer a standardized group reading test
2) Apply a readability formula to each text
3) Have each student read aloud from each text
4) Assign sections of each text for silent reading
5) Use written and oral questions to check understanding of each text

Select what you believe is generally the most efficient and accurate *procedure or combination of procedures for choosing from several textbooks the best for a class.*

A. 1, 2, 4, and 5
B. 2, 3, and 4
C. 3 only
D. 4 and 5

In Items 34 and 35, mark the letter of the type(s) of organization below you believe would prove most effective in a majority of cases.

1) Instruct groups with common reading skills needs
2) Instruct groups with similar reading achievement levels
3) Assign work to groups of mixed reading achievement levels
4) Assign work to groups of mixed reading skills needs
5) Assign students to work individually

34. *Situation:* General science class with wide range of ability and reading achievement; end-of-unit assignment on preparing balanced menus using basic textbook as a reference.

A. 2 only
B. 2 and 3
C. 3 and 4
D. 5 only

35. *Situation:* General mathematics class with low mathematics ability but range of reading achievement; beginning new unit on ratio and percent; several texts in use.

A. 1 only
B. 2 only
C. 3 only
D. 2 and 3

36. In your opinion, a teacher would *most* appropriately offer help in adjusting reading speed (rate of understanding) to the student who:

A. Reads both cookbook recipes and mathematics problems with similar care
B. Skims both Shakespeare and civics assignments to get an overview
C. Scans to locate specific facts in both geography and biology texts
D. Speeds through light novels and *Playboy* at a similar rate

The methods listed in Items 37-39 have proven effective in helping many students develop appropriate reading speeds (rates of understanding). Mark the letter of the student below for whom you feel each method would probably be most helpful. (Letters may be used more than once.)

A. Capable but too conscientious student who "reads even the funny papers slowly"
B. "Low achiever" who reads assignments very slowly and understands few of the concepts
C. Student who reads everything within reach but can't synthesize information from different sources
D. Student who "doesn't care," reads rapidly with few errors, but retains little information from reading

37. Give short reading assignments and require reading for detail.

38. Give demonstrations and practice sessions in skimming assignments, when appropriate.

39. Adjust assigned material to the reading level of the student.

Items 40-44 refer to data from the following sources of information which are available to a teacher:

A. Group standardized intelligence test scores
B. Group standardized reading test scores
C. Results from teacher-made group test based on class textbooks
D. Observations of students' classroom performance

The items indicate some things the teacher wants to do that require first gathering data. Mark the letter of the one source which probably offers the most useful and accurate data in each case. (Letters may be used more than once.)

40. To plan activities to broaden individual students' reading interests and to improve attitudes toward reading

41. To group students tentatively by general reading achievement level at the beginning of the school year

42. To adjust instruction to students' preferred learning styles

43. To identify students who need special help in using standard book parts, such as indexes and glossaries

44. To assess students' experiential and background information in the content areas

In Items 45-48, mark the letter which indicates the information source, or combination of sources, you feel a teacher should use to answer each question most efficiently and accurately.

1) Group standardized reading test scores
2) School records
3) Teacher-made tests based on content area material (inventory or diagnostic survey)
4) Results from cloze instrument
5) Personal interview with student

45. Why does this student take so long to answer the questions following an in-class reading assignment?

A. 1 only C. 5 only
B. 1 and 4 D. 5 and 3

46. How does the reading achievement of this class compare to that of others like it?

A. 1 only C. 3 and 4
B. 1 and 2 D. 4 only

47. How efficiently does this student use maps, graphs, and other graphic aids required in this course?

A. 1 only C. 4 only
B. 3 only D. 4 and 5

48. What is the highest level of difficulty at which this student can read and understand content area material on her own?

A. 1 only C. 4 only
B. 3 only D. 5 only

Items 49-54 refer to the chart on p. 20, Table 1. A teacher has the following data for four students in a tenth grade class.

49. Encouraging wide reading in order to increase general vocabulary would probably be *least* helpful for

A. Robert C. Mildred
B. John D. Sam

50. Which of the students do you think would probably benefit *most* from practice in determining word meaning from context clues?

A. Robert C. Mildred
B. John D. Sam

85

Table 1. Data for four students in a tenth grade class.

Group IQ Test	Group Standardized Reading Test: Percentile Rank			Reading Inventory Instructional Reading Guide Level	Classroom Behaviors
	Vocab*	Compr	Rate		
65	35	25	30	6.0	*Robert*, 17, skips school regularly and avoids reading. His writing and mathematics skills are on a par with his reading ability.
88	45	32	50	7.5	*John*, 17, has a wide range of interests and contributes original ideas in class discussion. Although he often successfully conceals his below-average reading ability, he has asked how to increase his reading speed.
80	35	45	85	8.5	*Mildred*, 15, from an impoverished home, is described in school records as "hostile toward teachers, textbooks, and tests." However, she shows real interest in the content area and seems bright and alert.
115	70	77	40	10.0	*Sam*, 15, excels at mathematics but often does not complete reading assignments in other subjects, describing them as "wordy and dull."

*Vocab = Vocabulary (Word Meaning); Compr = Paragraph Comprehension; Rate = Rate of Reading

51. Which students probably learn new content area concepts more easily through direct experience and watching demonstrations than by reading about them?

A. Robert and John only
B. Robert and Mildred only
C. Robert, John, and Mildred only
D. All of them

52. Which student(s) would you assign to a learning center dealing with skimming for main ideas in paragraphs and outlining?

A. Robert and John only
B. Mildred only
C. John, Mildred, and Sam only
D. Sam only

53. Which student(s), in your opinion, should be referred to the remedial teacher for general help in reading?

A. Robert only
B. John only
C. Mildred only
D. Robert and John

54. Which student(s) should the content area teacher involve in the assessment process and in setting personal reading goals?

A. John and Sam only
B. Mildred and Sam only
C. John, Mildred, and Sam only
D. All of them ☐

ACKNOWLEDGMENTS

"Cities" paragraph on page 18 is from *Study Lessons in Civics: Our Society and the Government* in THE FOLLETT BASIC LEARNINGS PROGRAM, by Grant T. Ball and Lee J. Rosch. © Copyright, 1969, by Follett Educational Corporation. Used with permission.

Stanzas preceding Item 31 are from *Times Three* by Phyllis McGinley. Copyright © 1960 by Phyllis McGinley. Reprinted by permission of Viking Penguin Inc.

Answer Key

1. D
2. B
3. D
4. C
5. A
6. D
7. A
8. B
9. C
10. C
11. D
12. D
13. B
14. D
15. A
16. A
17. C
18. C
19. D
20. A
21. A
22. A
23. B
24. A
25. D
26. D
27. D
28. A
29. B
30. C
31. B
32. A
33. A
34. C
35. B
36. B
37. D
38. A
39. B
40. D
41. B
42. D
43. C
44. C
45. D
46. A
47. B
48. C
49. A
50. B
51. D
52. D
53. B
54. D

The chart below will help you compare your score with those of prospective and experienced social studies teachers in the sample population on which the instrument was standardized.

44 or more—Expert! Among the top 5% of teachers in all content areas.
36-43—Excellent. Higher than most experienced teachers in all content areas.
27-35—Very Good. Higher than most prospective social studies teachers and about average for experienced teachers in all content areas.
21-26—Okay, if you have not yet taught; otherwise, less than great compared to the sample population.
20 or less—Interesting. You may take comfort in the thought that a paper and pencil instrument does not necessarily reflect classroom teaching effectiveness.

National Council for the Social Studies Position Statement

Revision of the NCSS Social Studies Curriculum Guidelines

Prepared by:
Richard Osborn, *Chairperson*
Lance Curlin
Gloria Hill

Revised by: Ad Hoc Committee
on Social Studies Curriculum Guidelines
Todd Clark, *Chairperson*
Lance Curlin
Gloria Hill
Ann Hogg
Richard Osborn
James P. Shaver

Original Position Statement of 1971
developed by: NCSS Task Force on Curriculum Guidelines
Gary Manson
Gerald Marker
Anna Ochoa
Jan Tucker

Permission to reprint is granted if acknowledgment is made to the
National Council for the Social Studies

1979

I. A Basic Rationale for Social Studies Education

The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. The enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end are concerns shared with other disciplines. The other institutions of society also share with the schools a powerful influence upon the civic education of the young. Social studies education provides the only structured school or community focus for the preparation of citizens. A commitment to foster human dignity and rational process are key to the structure of the social studies curriculum.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. In American culture, human dignity has long been sought through the struggle to implement ideas such as due process of law, social and economic justice, democratic decision making, free speech, religious freedom, self respect, and group identity. The idea of human dignity is dynamic and complex, and its definition likely to vary according to time and place. The essential meaning, however, remains unchanged: each person should have opportunity to know, to choose, and to act.

Rational processes refer to any systematic intellectual efforts to generate, validate, or apply knowledge. They subsume both the logical and empirical modes of knowing as well as strategies for evaluating and decision making. Rationality denotes a critical and questioning approach to knowledge but also implies a need for discovering, proposing, and creating; the rational person doubts but also believes. The ultimate power of rational processes resides in the explicit recognition of the opportunity to decide for oneself in accord with the evidence available, the values one chooses, and the rules of logic. Therein lies the link between human dignity and the rational processes.

But without action, neither knowledge nor rational processes are of much consequence. This century has witnessed countless blatant violation of human dignity in the presence of supposedly well educated populaces. It has been frequently asserted that knowledge is power; however, there is little evidence to assert that people who know what is true will do what is considered right. Commitment to human dignity must put the power of knowledge to use in the service of humanity. Whatever students of the social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition.

As knowledge without action is impotent, so action without knowledge is reprehensible. Those who seek to resolve social issues without concomitant understanding often tend not only to behave irresponsibly and erratically but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

Knowledge

From its inception the school has been viewed as the social institution charged with transmitting knowledge to the young. Yet, despite this longstanding responsibility, it would be difficult to demonstrate that the school has handled this task well or that standards of accuracy and validity have been systematically applied to the information presented in the classroom. Nor can many schools assert that their curricula deal effectively with significant and powerful ideas.

Furthermore, the knowledge utilized by the school has reflected the biases of the white middle class and has distorted the role of minority groups within our own nation and of non-western cultures throughout the world. Such distortions have often prevented white people as well as members of minority groups from fully understanding themselves and their culture. Such practices are clearly inconsistent with the requirements of individuals who live in an increasingly complex, pluralistic society and in an interdependent world.

Knowledge about the real world and knowledge about the worthiness of personal and social judgments are basic objectives of social studies instruction. Reliable beliefs are achieved by following the accepted canons of empirical inquiry, logical reasoning, and humanistic valuing, procedures clearly rooted in the twin values of rational process and human dignity. It would be naive, however, for social studies educators to disregard the fact that many people consider other ways of knowing such as revelation, common sense, and intuition as entirely legitimate and even desirable. A major task of social studies education is to demonstrate the power of rationally-based knowledge to facilitate global stewardship and human progress, while at the same time demonstrating that the means of persuasion to this point of view are quite as important as the ends.

The traditional and obvious sources of knowledge for social studies are the social science disciplines.* They are and should remain important sources. However, the reasons for deriving social studies knowledge from the social sciences are not self-evident. Careful thought ultimately justifies such knowledge on arguments revolving around the "needs" of individual students and of society for powerful ideas, dependable information, and reliable methods of inquiry. The question about appropriate sources of knowledge for social studies is indeed well-phrased in terms of the "needs" of students and society, rather than the arbitrary and limiting assumption that social studies and the social sciences are identical.

Broadly based social issues cross the boundaries of the academic disciplines. The notion that the disciplines must always be studied in their pure form or that social studies content should be drawn only from the social sciences is insufficient for a curriculum intended to demonstrate the relationship between knowledge and rationally-based social participation. It is true that the social sciences can make a significant contribution to clarifying the basic issues which continue to require social attention. But the efforts of social scientists to develop an understanding of human behavior through research are not necessarily related to persistent human problems and are seldom intended to arrive at the resolution of value conflicts or the formulation of public policy. Social studies is something more than the sum of the social sciences.

Many kinds of knowledge are important contenders for inclusion in social studies. For instance, an additional and important source may be those sectors of our culture which are seldom recognized by the research disciplines, but which are diffused through the mass media, sometimes in offbeat sources, and reflected in the arts. Another source may be the interests and values of students. In a rapidly changing society it is often young people who have greatest access to emergent knowledge. If for no other reason, and there are other reasons, the rate of change alone makes it urgent that the social studies gives serious consideration to the interests and values that students hold about themselves and society. Ideally, then, various sources of knowledge, including the social sciences, the humanities, the natural sciences, the communication media, and the perceptions of students would all contribute to the social studies program.

The knowledge component of the curriculum envisioned in these guidelines serves three more particular functions. First, it provides historical perspective. A sense of the past serves as a buffer against detachment and presentism—living just for today—and thereby assists an individual in establishing cultural identity. Second, knowledge helps a person perceive patterns and systems in the environment, including a global perspective. It is this ordering function which makes the social universe, even with its increasing complexity, more understandable. Third is the function of knowledge as the foundation for social participation. Without valid knowledge, participation in the affairs of society could be ineffectual and irresponsible.

In summary, the broad function of knowledge, whatever its source, is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

Abilities

Abilities provide the means of achieving objectives, and ideally one who is able and skillful can reach objectives efficiently. Included in the ability concept are intellectual, data processing, and human relations competencies.

Intellectual skills, the varied processes of thinking, have recently received increased emphasis in the social studies curriculum. Lower level intellectual operations such as memorization often characterize student assignments, questions, and examinations. Less attention has been given to more complex cognitive processes such as analyzing, synthesizing, and evaluating. Inquiry-oriented approaches, which represent one effort to alleviate this situation, have received considerable attention in current educational literature, but extensive practice and support are not yet evident.

---

*We include history here, of course, under the social science rubric.

Thinking competencies serve several functions. In the first place, they provide the prime path to acquiring knowledge. They also enable an individual to make use of knowledge by asking significant questions; they permit the analysis of conflicts; they enable problem solving in both convergent and divergent ways; they enhance decision making power; and they support efforts to form and clarify values. Such intellectual skills are of paramount importance in resolving social issues. In democratic societies which place a high premium on responsible flexibility, well-developed thinking processes act as a buffer against intellectual rigidity and represent a vital link between knowledge and social participation.

Although thinking entails a great variety of intellectual operations, two facets, divergent thinking and valuing, require special comment. They are not only central to social studies education but are also two confusing terms which are employed in the field.

Divergent thinking (defined in terms of flexibility, spontaneity, and originality) often provides uncommon answers to difficult questions. Individuals make the most of their potential powers not by staying with what is common, regular, already known, but by encountering the challenge of the open-ended and unsolved and by attempting to cope with perplexing and sometimes frustrating situations. What is needed is a climate which encourages fresh insights. But the need for divergence is not to be confused with irresponsible deviance of "just being different for its own sake." Divergent thinking is a necessary though not sufficient condition for creativity. Original thinking is highly demanding: (1) it relies on extensive knowledge, ideational fluency, and the ability to formulate and restructure questions; and (2) it requires both the courage to risk uncertainty and error, and to express minority points of view.

Valuing must be considered, in part, as an intellectual operation. Social studies confronts complex questions rooted in conflicting attitudes and values. Therefore, it is neither desirable nor possible for social studies teachers to attempt to establish a "value free" situation in the classroom; student behavior, teacher behavior, subject matter, and instructional materials all are the products of value-laden judgment. Any study of values should be conducted in a free and open atmosphere. Students must become experienced in discerning fact from opinion, objectivity from bias. Students should learn to anticipate that people living in different cultures are likely to hold different values. Students need to learn to identify their own value assumptions along with those of others, to project and evaluate consequences of one value stance or another. When valuing is thought of as a rational process, students can be helped to clarify and strengthen their own commitments.

Basic skills are often and rightly given considerable attention at the elementary school level. These skills include competence to locate and compile information, to present and interpret data, and to organize and assess source material. Social studies teachers should assume special responsibility for instruction in reading materials directly related to the social studies. However, higher levels of proficiency using the tools of social scientists—for example, identifying hypotheses, making warranted inferences, and reading critically—cannot be attained unless they are incorporated in the curriculum of all grades, K–12. If provision is not made at all grade levels for the sequential development of these competencies, as well as continuous reinforcement of basic skills, growth will be arrested at a low level, and students will be hampered in employing the more powerful extensions of these abilities.

Ability development also concerns the competencies associated with social behavior. Effective interpersonal relations seem to depend on a sensitivity to the needs and interests of others, adequately developed communication skills, and the ability to cope with conflict and authority. In the classroom and in the school at large students should have abundant opportunities to work out social relationships at the face-to-face level. Students should have experience in the social arena in dealing with not only calm, rational inquiry but also with controversial issues. They should undergo the demands placed on them both as leaders and followers and should learn to make contributions in both roles. When students hold unpopular views, they can learn to function as thoughtful critics, seeking to bring about needed reform through legitimate processes. Neither aloofness from obligation to other individuals nor the chaos created by anarchy is acceptable.

Abilities are not developed as a result of accumulating information, isolated drill sessions, or exhortations. Instead, these proficiencies are acquired through real opportunities for constant practice and use, systematically planned for by curriculum developers and teachers. Equally important, however, is the recognition of skills as the critical bond between knowledge, valuing, and social participation.

Valuing

Social studies education neither can nor should evade questions of value. Value orientations are the foundations of social institutions, and the value positions of individuals and groups have consequences for action. Contemporary society continues to be confronted by a host of complex problems on a global scale whose solutions are of importance to the individual member. War, racism, environmental concerns, energy issues, urban deterioration, and impersonal organizations—society can contend with none of these without searching consideration of values.

Social studies education should, however, avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of behaving, or of particular positions on public issues, or even of basic cultural values. Limiting the school's role to indoctrination is not only ineffectual, but incompatible with the principles of a free society.

The role of the school as an agent for inculcating in the young widely held societal norms, standards of behavior, and ideological preferences is complex. The issue is clouded with conflicting attitudes held by various groups. Cultural pluralism in America and throughout the world rightly hinders the school from seeking or producing uniform values among its students. It is well to remember that the school is properly only one force influencing the values of the young.

What the school can contribute is impressive. It can help the young recognize that among Planet Earth's people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school can also provide opportunities for free examination of the value dilemmas underlying social issues and problems that affect the everyday lives of students. Students need systematic and supportive help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that although evidence is important, facts alone do not always determine people's decisions. There are times when people suspend judgment, and occasions when problems have no set answers. The expectation that problems can be examined in an increasingly sophisticated way can contribute to students' feeling of competence and sense of identity. Some may even have faith that thoughtful sensitivity to one's own values and those of others will foster decent and humane values.

The school itself is a special institution, and the values embedded in its daily operation can exert a powerful influence. The school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. Young children especially must learn the core values in the course of daily living; the school can hardly afford to escape its responsibilities to them. Fair play, justice, free speech, self-respect, decision-making opportunities, the right of privacy, and denial of racism ought to be expected for all students and teachers in every classroom. Schools have been more successful in professing the values associated with human dignity than in putting them into daily practice. Indeed, in many schools the practice of those values would mean drastic change. Avoiding blind indoctrination need not mean blandly ignoring basic cultural values.

Candid recognition that the school and its social studies programs cannot be value-free may foster the serious consideration of the proper role of the school.

Social Participation

Social participation in a democracy calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting society. The practices of the school and particularly of social studies programs have not provided for active and systematic student participation. Although social studies education is committed to the idea of citizenship education, the practical applications of knowledge and ideas in this area have not been fully realized. A commitment to democratic participation suggests that the school abandon futile efforts to insulate pupils from social reality and, instead, find ways to involve them as active citizens.

Social participation should mean the application of knowledge, thinking, and commitment in the social arena—at the local, state, national, and international levels. An avenue for interaction and identification with society can build an awareness of personal competency—awareness that one can make a contribution—an ingredient essential for a positive self-concept. Programs ought to develop young adults who are able to identify and analyze both local and global problems and who are willing to participate actively in developing alternatives and solutions for them.

Extensive involvement by students of all ages in the activities of their community is essential. Many of these activities may be in problem areas held, at least by some, to be controversial. The involvement may take the form of observation or information-seeking, such as field trips, attending meetings, and interviews. It may take the form of political campaigning, community service or improvement, or even responsible demonstrations. The school should not only provide channels for such activities, but build them into the design of its K-12 social studies program.

Education in a democratic framework clearly requires that such participation be consistent with human dignity and with the rational processes. Such participation must be voluntarily chosen; no student should be required to engage in what he/she has not defined as desirable. Nor should social participation be undertaken without systematic, thoughtful deliberation. To do so could violate the values of human dignity or rational process. Educational institutions can make a significant contribution to society by providing students with the knowledge and experience necessary to be effective, singly or as part of organized groups, in dealing with social problems.

It is essential that these four curriculum components be viewed as equally important; ignoring any of them weakens a social studies program. The relationship among knowledge, abilities, valuing, and social participation is tight and dynamic. Each interacts with the others. Each nourishes the others.

II. Guidelines

These Guidelines represent a set of standards for social studies programs. They are not intended to prescribe a uniform program or even to propose an ideal program. In a pluralistic and changing society no one such program could be prescribed, even if more were known about the process of education than is presently available. Schools—their students, teachers, and communities—have basic responsibility for their own social studies programs. It is hoped that many will develop insights which go beyond the framework of standards set forth here.

1.0 The Social Studies Program Should Be Directly Related to the Age, Maturity, and Concerns of Students.

1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.

1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.

1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.

1.4 Students should have a special studies experience at all grade levels, K–12.

1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.

Students of all ages confront situations demanding knowledge and social skills. They are called upon constantly to identify, to interpret, to organize the vast quantities of social data everywhere around them. Students need to use this social knowledge as a person relating to neighbors and friends, a citizen of the school community, a consumer of goods and services, an active participant in an organization or movement. These situations are directly comparable to those confronted by adults. Students should rightfully expect that their social studies education will be helpful to them in coping with their social and political world.

Yet the need to know and understand may stem also from a basic curiosity, a desire to comprehend, and a quest for order and meaning in the universe. Therein lies a fundamental motivation for learning upon which any adequate program must build.

Consequently, opportunities for social studies education should be available to all students from the primary grades through high school, and not merely to some elite group, the intellectually able, or the white, middle class. Young people should not be expected to fit themselves into uniform or rigid programs, those sanctioned merely by tradition, or those designed without consideration of what matters to them.

In schools committed to human dignity, students are entitled to a voice, by one means or another, in shaping their education. All students are entitled to expect that they, their concerns, and their social origins have a place in the social studies curriculum.

2.0 The Social Studies Program Should Deal with the Real Social World.

2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.

2.2 The program should emphasize pervasive and enduring social issues.

2.3 The program should demonstrate the relationships between the local and global aspects of social issues.

2.4 The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.

2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.

2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.

2.7 The program should build upon realities of the immediate school community.

2.8 Participation in the real social world, both in school and out, should be considered a part of the social studies program.

2.9 The program should provide the opportunity for students to examine potential future conditions and problems.

The social studies program should enable students to examine the social world as it is. In too many social studies classrooms the social world is idealized and mythologized. Three points need emphasis here.

First, these guidelines take the position that enduring or pervasive social issues such as economic injustice, conflict, racism, social disorder, and environmental imbalance are appropriate content for the K–12 social studies curriculum. The primary purpose of a social studies program is neither to advance the frontiers of knowledge nor to produce social scientists. Rather, its task is to engage students in analyzing and attempting to resolve the social issues confronting them. To do so, young people must draw on the content and methods of the social science disciplines as well as on their own beliefs and considered values and, whenever and wherever appropriate, on such fields as the humanities and the natural sciences.

Second, the real social world varies greatly among people and places; yet classroom experiences often create a misleading impression of cultural uniformity. Many students come to view the world with knowledge drawn almost entirely from Western and middle-class traditions. But the majority of Earth's people are not white; although they may be influenced by the West, their cultures are neither Western nor dominated by a middle class. Moreover, American society itself is pluralistic. The mores, roles, and expectations of cultural and national groups other than the students' own should be identified and their implications and merits explored. To seek understanding of any culture without the perspective of its own set of values is to do an injustice to that culture.

The students of social studies classrooms are themselves of diverse sub-cultural groups, all too frequently not taken into account in developing programs. Classroom experiences may fail to fit, as they should, the life styles, the values, the aspirations, the perspectives of many students and their communities. Social studies programs must contribute to students' acceptance of the legitimacy of their own cultural group identity as well as the ways of others. Social studies programs which even inadvertently conceal the diversity of the social world tend to reinforce cultural bias and ethnocentricity.

Third, no program can successfully educate students for the real world by separating them from it. The school social system is as much a part of the students' real world as what occurs outside the school. Such techniques as role-playing, simulation, observation, and investigation are all promising means of learning to participate. Actual involvement in school, community, and larger public affairs, either individually or as part of organized group efforts, can break down the artificial barriers of classroom walls.

3.0 The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Human Experience, Culture, and Beliefs.

3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.
3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.
3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.
3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.
3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.
3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.
3.7 The program should include the study not only of human achievements, but also of human failures.

Recent and intensive research has produced what is popularly called "a knowledge explosion." Hence, it is difficult to close the gap between what is known and what is taught. Yet incongruities between scholarly knowledge and the content of ordinary social studies curriculum cannot be allowed to persist.

Efforts must be made to ensure the accuracy of information used in classrooms; however, far more powerful are the concepts, principles, and theories of modern society. It is these which students most need to understand.

Moreover, modern bodies of knowledge are not fixed. Methods of inquiry, such as formulating and testing hypotheses, and techniques for processing social data, such as mapping, case studies, and frequency distributions, should have a place in classrooms.

Since it is impossible to "cover" all knowledge of the social world, what is included should be meaningful. Students need knowledge of the world at large and the world at hand, the world present and the world past. They must see both human achievement and failure. Useful ideas from anthropology, economics, social psychology, and psychology are ordinarily underrepresented in social studies programs; ideas from political science and geography are often badly out-of-date and culturally biased. "School history" is often repetitive, bland, merely narrative, and inattentive to the non-Western world and to developing nations; it is distorted by ignoring the experiences of Blacks, Hispanics, native

American Indians, Puerto Ricans, Oriental Americans, and women. Related fields such as law, biology, and the humanities are often omitted or not related to social affairs.

Focus on pervasive global issues, problems which loom large in students' worlds, and basic questions which have meaning in students' lives can be helpful in deciding upon what to draw from the disciplines. Imaginative approaches to relating the power of scholarly fields and the issues of our times deserve staunch support.

4.0 Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction to the Program.

4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.

4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.

4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.

4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.

4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.

4.6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.

4.7 Objectives should be reconsidered and revised periodically.

Most curriculum guides and courses of study state what are termed objectives. Typical of such statements are these: "Students will come to appreciate their American heritage"; "Students will learn the differences between democratic and totalitarian forms of government." Such statements may serve as goals, but not as objectives. Although such goals may point to the general direction and intent of a program, they have limited utility in making instructional decisions. Such conventional and general statements may get in the way of dealing directly with the crucial problem of what students ought to learn.

Probably no curricular decisions are more significant than those about basic purposes and their definition as stated objectives. What students are to learn must be carefully selected through searching and continuous consideration of what is known about the students themselves, the real social world, and the scholarly fields. Students themselves must participate in the process of selection.

If decisions about what is to be learned are to be influential, they should be translated into statements of objectives. These statements must be formulated in terms of both behavior and content and must measure student competencies. Even if their definitions are not universally agreed upon, knowledge, thinking and other abilities, valuing, and social participation can all be conceived in behavioral terms. Statements of objectives become the bases for setting up learning activities, choosing instructional strategies, selecting instructional materials, and finding the degree to which students have been successful in learning.

Special mention should be made here of performance objectives. Such an objective names concretely the behavior-in-identified content which the student is to demonstrate as evidence of learning and states the minimum level of acceptable performance. Some knowledge and skill objectives in social studies can best be defined as concrete performance objectives, and instruction planned accordingly. Students and teachers alike can identify achievement or lack of it. Performance objectives are most readily developed for matters which have "a right answer" or "a most effective way of performing a task." That all kinds of objectives—indeed, many of the most important—cannot be translated into concrete performance terms need not deny the usefulness of translating some, nor justify vague generalities as substitutes for clear statements. Nonetheless, social studies education should not be limited to what can be defined in concrete performance terms.

5.0 Learning Activities Should Engage the Student Directly and Actively in the Learning Process.

5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.
5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.
5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.
5.4 Students should be encouraged to become active participants in activities within their own communities.
5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.
5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.
5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.
5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.
5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.

Scholars, teachers, education theorists, and serious critics of education agree, almost universally, that students must be actively involved in the learning process at every level of education from kindergarten on. Modern programs without exception call for more active participation. Greater emphasis is placed on ability to devise questions and the means for answering them, to analyze and integrate knowledge, to propose and evaluate decisions. Conducting a disciplined attack on one's own ignorance should be the principal means of an individual's education. Creative inquiry is both a potent instructional strategy and an essential competency. Actual mastery of knowledge, a legitimate but not sufficient goal of education, can best be attained when the knowledge is actively used by the learner.

A social studies curriculum must employ direct as well as vicarious means for learning. This principle is all too often neglected. There are geography classes without any form of field work and history classes without primary source material. Government classes ignore the student council and the workings of local government; a study of occupations goes on without the associated sights and sounds of real jobs; and attempts to deal with racism, sexism, and poverty occur without emotional involvement.

Education is more than a process of telling students what they need to know. Students now have extensive and reliable sources of knowledge from which they can obtain knowledge for themselves; thus, classroom lecturing is less defensible than it has ever been.

Social studies programs must include a wide variety of learning activities with appeals to many kinds of students: making surveys; tabulating and interpreting data; acting out scripts; using reference tools; reading or writing poetry; role-playing; hearing and questioning classroom speakers; writing a policy decision; using case studies; listening to music; making a collage; brainstorming; studying films; working in a community project; conducting an investigation; advocating a thought-out position; simulating and gaming; making field trips; comparing points of view; studying social science books and articles; participating in discussions patterned on explicit strategies for behaviors such as communicating and valuing; and more. The purpose of such activities is not to set up what is merely clever or novel, but to offer opportunities for satisfying experience in what will lead to the objectives of instruction.

6.0 Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.
6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many

kinds of material frary as well as secondary sources, from social science and history; the humanities and related fields, from other nations and culture as our own, and from current as well as basic sources.

6.3 A variety of media e available for learning through seeing, hearing, touching, and nd calling for thought and feeling.

6.4 Social studies classould draw upon the potential contributions of many kinds of resrsons and organizations representing many points of view, a vabilities, and a mix of cultures and nationalities.

6.5 Classroom activitie use the school and community as a learning laboratory for gathial data and for confronting knowledge and commitments in dth social problems.

6.6 The social studies should have available many kinds of work space to facilitate vn the size of groups, the use of several kinds of media, and a divesks.

Learning in the socialequires rich resources. No single textbook will do, especially one set orvith the simple purpose of imparting information. Accomplishing obwhich represent all of the components of social studies education deper more information, more points of view, more appeals, and more suitaindividual students.

Printed materials muilable for differing abilities in reading and for differing needs for con and abstraction. Students must have books, periodicals, basic refere studies, graphs, tables, maps, articles, and literary materials suitab subject at hand. As important as reading and verbal learning may beght not to be overused in instruction.

Multiple media offer enues to learning. Films and sound-filmstrips; pictures; recordings of discussions and music; mock-ups; artifacts; models; audiotapes; dripts or scripts for role-playing; diagrams; simulation exercises; progrlevision—these and others call upon the use of many senses, thought ag; thus, they enrich learning.

Moreover, resourcest be thought of simply as those of classrooms themselves. The walls classrooms and the outside world should not be confining. It is just as i for students to participate actively in the community as it is for comeople and organizations to participate within the school.

Although the need ble media is no excuse for a smorgasbord approach, there is reasonize multiple paths to learning. No one kind of material or resource wifactory for all students, not for any one student at all times and for all pInstructional resources must be suitable for the learning tasks and for nts who are learning.

7.0 The Social Studim Must Facilitate the Organization of Experience.

7.1 Structure in the sies program must help students organize their experiences to prowth.

7.2 Learning experield be organized in such manner that students will learn how to to learn.

7.3 The program mu students to relate their experiences in social studies to other xperience.

7.4 The formal patteprogram should offer choice and flexibility.

Structure in the socs program has to do with the basic questions to be asked, the problemsolved, and the patterns of behavior appropriate to the ends in view. Aar too little is known to identify definitively the processes of growth inmpetencies or to state with certainty the superiority of any one kind cation over another, some kind of flexible structure for the organizatierience is possible and desirable. It is likely that students will profit frences with different structures.

Both the social scie social issues contain structural elements. Basic concepts, principles, ods in the social sciences can offer direction in organizing a study of havior. A proper focus on social issues requires identification of their causes, consequences, and possible solutions. Social studies programs may at times use one or the other of these organizations. Certainly, social studies programs must demonstrate a reciprocal relationship among the social sciences, social issues, and action. However, it is clearly inadequate to limit programs to courses in the individual disciplines. The study of social issues drawing upon more than one discipline is frequently more suitable for the purposes of students in school. An issue arising out of the interaction between technology and the structure and function of modern society, for example, may call for the contributions of history, economics, and sociology as well as the humanities, law, and the natural sciences. Social issues are embedded in complex social conditions which frequently transcend national boundaries.

At times student concerns, those of their community, or the requisites of active and effective social participation may become the base for a line of inquiry. Whatever the starting point or direction, structure must be developed out of students' own learning experience. To be useful and valid a social studies activity must achieve more than the mere accumulation of information.

Disorder and lack of direction often stand in the way of continuous reorganization of experience. Schools must continue to examine the conventional patterns of subjects and formal course offerings. Schools ought to encourage minicourses, independent study, small group interest sections, specially planned days or weeks focused on social problems, alternative courses of study proposed by students, and other innovative plans. Structure can be used to promote the development of the tools and satisfactions which enable students to continue to learn.

8.0 Evaluation Should Be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Programs.

8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.
8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation.
8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.
8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.
8.5 Evaluation data should be used for planning curricular improvements.
8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusions of some marking period.
8.7 Both students and teachers should be involved in the process of evaluation.
8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

Social studies programs must be systematically and rigorously evaluated. As program objectives are revised and new practices introduced, the evaluation program must be changed to assess innovations in ways consistent with their purposes. The all too common paper-and-pencil tests of information do not yield data about problem-solving abilities, the valuing process, and social participation. Many sources of data and evaluation techniques, which can be used in and out of classrooms, are needed. Evaluation should extend far beyond formal examinations to include, for example, anecdotal records, role-playing, interviews with samples of community people, and interaction schemes for analysis of classroom dialogue.

Occasional and sporadic attempts, and narrow and unreliable efforts in evaluation are insufficient since significant growth in learning is both cumulative and long-term.

Evaluation must include what is diagnostic, not only for groups of students but for individuals. It must be useful to students in the process of their learning—to all students and not merely to those who take to conventional schooling or who are college-bound. A helpful evaluation process ought to enable students to see what they can do, as well as what they cannot yet do.

The process must clarify for teachers and others concerned what needs to be done to improve instruction and learning. Parents must be included in the evaluation process. They should have access to accurate data which would illustrate, first, how the student is performing in terms of individual abilities and, second, how the student compares with teacher expectations of the class as a whole.

Evaluation must become not only a means of more effective instruction and learning, but a foundation for thoughtful formulation of basic purposes of social studies education.

9.0 Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program.

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.
9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.
9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.
9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities.
9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or inservice classes, or community affairs, or in reading, studying, and travel.
9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available.
9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.
9.8 Social studies education should expect to receive active support from administrators, teachers, boards of education, and the community.
9.9 A specific minimal block of time should be allocated for social studies instruction each week.

Social studies education cannot be successful without the conditions necessary for good instruction. One of the conditions is a supply of adequate resources. Social studies education needs not only teachers, textbooks, and blackboards, but also maps, reference books, periodicals, audio and visual materials, field trips, and great lectures. The classroom should be a learning laboratory. Such a concept means not only materials and equipment but also additional demands on teachers' time and competence.

Teachers must have both opportunity and responsibility for active participation in the improvement of the curriculum. They must engage in activities contributing to their professional growth as social studies teachers. Contemporary theories of learning and instruction necessitate breadth, depth, and skill. The burden is especially heavy on elementary teachers who are expected to be competent in virtually all fields. The practice of assigning inadequately prepared teachers as social studies instructors persists and should be ended. In addition to furnishing social studies consultant help, the administration should provide the incentives, encouragement, and opportunities that will further professional and academic training.

School administrators should demonstrate a degree of support at least commensurate with the support given to other segments of curricular program.

The nature of social studies education, especially in a pluralistic and free society, makes it particularly vulnerable to criticism from many sides. The right of responsible criticism is inherent in and invaluable to a democracy; this right must be protected. Demands that schools instill particular beliefs and practices or that they avoid the thoughtful consideration of controversial topics must be met with vigorous resistance.

(Checklist for use of Guidelines follows)

How To Use the Guidelines for Social Studies Needs Assessment

This section provides a *Curriculum Guidelines*-based approach that local districts may use to examine their own social studies programs. The approach can be used for a given grade level, for a school, or for a district-wide program.

An important question to consider first is whom to involve in this analysis. Certainly, social studies teachers and other local curriculum leaders must be involved. In addition, it may be desirable to involve certain lay people, resource people from the university or Department of Education, and high school students who are perceptive and willing to express their views.

The questions used below in the needs assessment instrument are based on the Guidelines. They should be examined from two perspectives: one from that of local priorities, the other from that of the current status of the local program. The *first perspective* is dealt with in the (HP) column, which is concerned with priorities. For each guideline, the members of the curriculum study committee should ask the question, "Is this guideline of *high priority* to us?" If they answer the question "yes," they should check the "HP." For a guideline considered desirable, but not of high priority, the "HP" should simply be left unchecked. Any guideline the local committee considers unimportant or undesirable should be marked out. The *second perspective* is dealt with in the column headed by "CURRENT STATUS." In this case, for each guideline the committee should ask the question, "To what extent is this guideline actually being carried out in our grade (or building or district)?" If the answer is "very often," the "1" should be checked. If the answer is "sometimes" the "2" should be checked, and so on.

Data for the needs assessment may be gathered from many sources. Following each guideline a line is provided so that the local committee may list the most accessible and obvious sources. Sources might include curriculum reports and plans, position statements, faculty and student handbooks, student newspapers, memos, instructional materials available and used, formal evaluation data collected on student competencies, teachers, students, parents, community, and in-classroom and out-of-classroom observation.

Once the instrument is filled out, local educators can feel good about the status of those guidelines that were checked both "HP" and "1." They should feel special concern, on the other hand, about guidelines checked "HP" and "3" and should feel some concern about guidelines checked "HP" and "2." Interpretation of the needs assessment data may reveal patterns, such as students are insufficiently involved, learning resources are inadequate, or purposes are unclear. What is learned from the study should be used to improve the social studies program.

Needs Assessment Instrument Based on the Social Studies Curriculum Guidelines

Directions: *Read each guideline below. Check "HP" for the guideline if it is of high priority to your district. Check 1, 2, or 3 to indicate to what extent the guideline is evident in your district.*

I. Relationship of the Program to the Maturity and Concerns of Students

1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes. ________	(HP)	(1)	(2)	(3)
1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students. ________	(HP)	(1)	(2)	(3)
1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world. ________	(HP)	(1)	(2)	(3)
1.4 Students should have a special studies experience at all grade levels, K–12. ________	(HP)	(1)	(2)	(3)
1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students. ________	(HP)	(1)	(2)	(3)

II. Relationship of the Program to the Real Social World

2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.	(HP)	(1)	(2)	(3)
2.2 The program should emphasize pervasive and enduring social issues.	(HP)	(1)	(2)	(3)
2.3 The program should demonstrate the relationships between the local and global aspects of social issues.	(HP)	(1)	(2)	(3)
2.4 The program should include analysis and attempts to formulate potential resolutions or present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.	(HP)	(1)	(2)	(3)
2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.	(HP)	(1)	(2)	(3)
2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.	(HP)	(1)	(2)	(3)
2.7 The program should build upon realities of the immediate school community.	(HP)	(1)	(2)	(3)
2.8 Participation in the real social world both in school and out should be considered a part of the social studies program.	(HP)	(1)	(2)	(3)
2.9 The program should provide the opportunity for students to examine potential future conditions and problems.	(HP)	(1)	(2)	(3)

III. Relationship of Program to Currently Valid Knowledge Representative of Human Beings' Experience, Culture, and Beliefs

3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.	(HP)	(1)	(2)	(3)
3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.	(HP)	(1)	(2)	(3)
3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.	(HP)	(1)	(2)	(3)
3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.	(HP)	(1)	(2)	(3)
3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.	(HP)	(1)	(2)	(3)
3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.	(HP)	(1)	(2)	(3)

(Section III continues on page 276)

3.7 The program should include the study not only of human achievements, but also of human failures.	(HP)	(1)	(2)	(3)

IV. Selection of Objectives; Hcw Objectives Guide Program

4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.	(HP)	(1)	(2)	(3)
4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.	(HP)	(1)	(2)	(3)
4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.	(HP)	(1)	(2)	(3)
4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.	(HP)	(1)	(2)	(3)
4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.	(HP)	(1)	(2)	(3)
4.6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.	(HP)	(1)	(2)	(3)
4.7 Objectives should be reconsidered and revised periodically.	(HP)	(1)	(2)	(3)

V. Nature of Activities

5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.	(HP)	(1)	(2)	(3)
5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.	(HP)	(1)	(2)	(3)
5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.	(HP)	(1)	(2)	(3)
5.4 Students should be encouraged to become active participants in activities within their own communities.	(HP)	(1)	(2)	(3)
5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.	(HP)	(1)	(2)	(3)
5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.	(HP)	(1)	(2)	(3)
5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.	(HP)	(1)	(2)	(3)

5.8	Activities should stimulate students to investigate and to respond to the human condition in the contemporary world. ________	(HP)	(1)	(2)	(3)
5.9	Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy. ________	(HP)	(1)	(2)	(3)

VI. Relationship Between Instruction and Range of Learning Resources

6.1	A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient. ________	(HP)	(1)	(2)	(3)
6.2	Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, from current as well as basic sources. ________	(HP)	(1)	(2)	(3)
6.3	A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling. ________	(HP)	(1)	(2)	(3)
6.4	Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities. ________	(HP)	(1)	(2)	(3)
6.5	Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems. ________	(HP)	(1)	(2)	(3)
6.6	The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks. ________	(HP)	(1)	(2)	(3)

VII. Relationship of Social Studies Program to Students' Experiences

7.1	Structure in the social studies program must help students organize their experiences to promote growth. ________	(HP)	(1)	(2)	(3)
7.2	Learning experiences should be organized in such manner that students will learn how to continue to learn. ________	(HP)	(1)	(2)	(3)
7.3	The program must enable students to relate their experiences in social studies to other areas of experience. ________	(HP)	(1)	(2)	(3)
7.4	The formal pattern of the program should offer choice and flexibility. ________	(HP)	(1)	(2)	(3)

VIII. Nature of Local Program Evaluation

8.1	Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness. ________	(HP)	(1)	(2)	(3)
8.2	Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, valuing, and social participation. ________	(HP)	(1)	(2)	(3)

8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom. ______	(HP)	(1)	(2)	(3)
8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time. ______	(HP)	(1)	(2)	(3)
8.5 Evaluation data should be used for planning curricular improvements. ______	(HP)	(1)	(2)	(3)
8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking period. ______	(HP)	(1)	(2)	(3)
8.7 Both students and teachers should be involved in the process of evaluation. ______	(HP)	(1)	(2)	(3)
8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program. ______	(HP)	(1)	(2)	(3)

IX. Local Support for Social Studies Education as an Integral Part of the School Program

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education. ______	(HP)	(1)	(2)	(3)
9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation. ______	(HP)	(1)	(2)	(3)
9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large. ______	(HP)	(1)	(2)	(3)
9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities. ______	(HP)	(1)	(2)	(3)
9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or in-service classes, or community affairs, or in reading, studying, and travel. ______	(HP)	(1)	(2)	(3)
9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available. ______	(HP)	(1)	(2)	(3)
9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.	(HP)	(1)	(2)	(3)
9.8 Social studies education should expect to receive active support from administrators, teachers, board of education, and the community. ______	(HP)	(1)	(2)	(3)
9.9 A specific minimal block of time should be allocated for social studies instruction each week. ______				

The above material constitutes the first section of "How To Use the Guidelines for Social Studies Needs Assessment." For information on how to obtain the complete report, please write to the Washington, D.C., office of the National Council for the Social Studies.

MASTERY TEST
Grade Level Five
Test No. 1

Directions: Circle the item of your choice for each question.

1. Which of the following physical forces influences the shaping of the surface of the earth?

   A. tides
   B. glaciers
   C. volcanoes
   D. all of the above

2. Which of the following rights do you have as a citizen of the United States?

   A. the right to assemble peacefully
   B. the right to free speech
   C. the right to practice one's own religion
   D. all of the above

3. Services provided by local governments include

   A. education
   B. public transportation
   C. recreation
   D. all of the above

4. Which document was written by Thomas Jefferson?

   A. Declaration of Independence
   B. Constitution
   C. Bill of Rights
   D. Articles of Confederation

5. Jessica Alden buys her clothes in Paris. She vacations on the Riviera and in Acapulco. She uses her private plane to visit her friends all around the world. Which ONE of the factors below MOST influences Jessica's lifestyle?

   A. money
   B. culture
   C. education
   D. career

6. Paul Robinson and his family live on their farm. Like other families in their community, religion is very important to their lives. Women do not wear make-up; no one in the community smokes. Families in the community are very close and help each other. Which ONE of the factors below MOST influences Paul's lifestyle or way of life?

   A. income
   B. culture
   C. formal education
   D. career

7. A team of people was chosen to discuss school bus routes and solve problems with time schedules. The team had a hard time arranging a plan of action. Everyone talked at once, argued, and did not listen to the chairperson. At the end of the project the committee still had not agreed upon a clear-cut set of possible solutions to the problem. Circle the letter of the statement which shows to what degree this group of people worked with each other as a team.

   A. They had a good system for working as a team.
   B. They had a good team, but some people spoiled it.
   C. They were not able to work together as a team.
   D. They would have been good as a team had they had more time to work.

8. Two groups of people live on an island. They have different religions, eat different foods, and speak different languages. There is fear and hatred between the two groups. What is the BEST solution to this problem?

   A. Make one group leave the island.
   B. Divide the island and make each group live in its own part of the island.
   C. Fight it out until one of the groups is killed off.
   D. Choose people from both groups to write laws that will protect everyone's rights.
   E. Let the group that is biggest decide everything for all of them.

9. Which ONE of the following DOES NOT represent a positive attitude toward your country?

   A. knowing the laws that apply to you
   B. voting in elections
   C. taking the law into your own hands
   D. making a citizen's arrest

10. The teacher has assigned you and other class members to groups to work on a play. Which statement below describes how you should act if you are to work well with your group?

A. I would work by myself.
B. I would work with my group doing things I like to do.
C. I would work better with my group if I could choose to be either a leader or a follower.
D. I would work with my group whether I was the leader or follower.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

True False 1. The President of the United States can make laws.

True False 2. Insulating the house causes the family's energy bills to decrease.

True False 3. Laws cannot be changed?

True False 4. Unfair laws should be changed?

True False 5. The president is the head of the legislative branch of government.

MATCHING

Match the holidays with the dates by drawing a line to the correct date.

A. New Year's Day	4th Thursday in November
B. Texas Independence Day	January 1
C. Juneteenth	2nd Monday in October
D. Independence Day	March 2
E. Labor Day	1st Monday in September
F. Columbus Day	July 4
G. Thanksgiving Day	June 19

EVALUATIONS

1. When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

   A. Would he have been able to fire a gun? Yes No

   B. Would he have been able to listen to a radio? Yes No

   C. Would he have been able to read a printed book? Yes No

2. Which one of the following is NOT a constitutional right of American citizens?

   A. The right to freedom of speech
   B. The right to practice the religion of one's choice
   C. The right to determine who can purchase and live in the house next door
   D. The right to a fair trial when accused of a crime

3. Circle all the letters which influence a person's livestyle.

   a. the kind of work a person does
   b. the type of neighborhood in which a person lives
   c. whether a person lives in the country of the city
   d. whether a person is married or unmarried
   e. the kinds of things a person likes to do in his or her leisure time
   f. the kinds of music a person likes
   g. the kinds of social activities a person enjoys

ANALOGY

Circle the letter which best fits the blank space in the question.

1. The ____________ is to mountain travelers in Peru as a car is to Americans traveling between two towns.

   A. camel
   B. ox
   C. llama
   D. bicycle

2. Fish is to people who live near rivers as ________________ is to people who live on thriving grasslands.

   A. cattle
   B. fish
   C. vegetables
   D. poultry

ANSWER KEY

MASTERY TEST
Test No. 1
Grade Level Five

Multiple Choice

1. D
2. D
3. D
4. A
5. A
6. B
7. C
8. D
9. C
10. D

True and False

1. False
2. True
3. False
4. True
5. False

Matching

A. January 1
B. March 2
C. June 19
D. July 4
E. 1st Monday in September
F. 2nd Monday in October
G. 4th Thursday in November

Evaluations

1. a. yes
   b. no
   c. yes
2. C
3. a,b,c,d,e,f,g,

Analogy

1. C
2. A

MASTERY TEST
Test No. 2
Grade Level Five

Directions: Circle the letter beside the statement that best answers the question.

1. Which document contains reasons for a break with England?

    A. Declaration of Independence
    B. Constitution
    C. Bill of Rights
    D. Articles of Confederation

2. Which document is the supreme law of the land?

    A. Declaration of Independence
    B. Constitution
    C. Bill of Rights
    D. Articles of Confederation

3. Philadelphia, Pennsylvania was the birth place of

    A. the Constitution
    B. the Bill of Rights
    C. the Declaration of Independence
    D. all of the above

4. The study of relationships between living things and their environment is called:

    A. geology
    B. geography
    C. ecology
    D. none of the above

5. Which one of the following BEST defines wages?

    A. Wages are what a person is paid for his or her time and effort.
    B. Wages are what a property owner receives for the use of his/her property.
    C. Wages are the profits a person receives from owning shares of stock in a company.
    D. Wages are that part of a person's salary that is deducted from government taxes.

6. Teachers, police, and firefighters work for the

   A. country
   B. city
   C. state
   D. themselves

7. The factors which have caused population to be concentrated in certain areas are:

   A. fertile land
   B. rivers
   C. natural resources
   D. all of the above

8. Why is it necessary for people to plan how resources will be used?

   A. Resources are limited but the wants of people are unlimited
   B. People only want small amounts
   C. The government cannot decide which resources to make available
   D. Resources are distributed equally according to what people want

9. Circle the letter of the situation in which someone is showing thoughtfulness for someone else.

   A. Paul noticed that Bill was having trouble with the drink machine, so he offered to give him a hand.
   B. After Joe read Fran's story, he told her he thought she had covered the subject poorly.
   C. When Art's father died, Steve sent flowers.
   D. Tom stopped whistling while he was working when he was told it was bothering some people.
   E. Norm ignored Ted whenever Ted tried to talk to him.
   F. Everyone kept giving Diane homework to do, even though they knew she was busy.

10. It was Kit's first day at a new school. A report was given as an assignment. Kit did not know how to do the assignment. Everyone seemed to be ignoring her. Her lips began to quiver as she sat starring at the assignment. Then she heard a voice behind her. "I'm Dottie. May I show you what to do?" Kit smiled gratefully. "Oh, yes I was beginning to think no one knew I was here." Circle the letter beside each statement which describes a benefit of Dottie's thoughtfulness toward Kit on her first day.

    A. Kit will be able to do her work.
    B. Kit will feel that she can ask Dottie questions.
    C. Kit will adjust better to the school work.
    D. Kit will not be given so much work to do.
    E. Dottie will help Kit feel more comfortable.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

True False 1. A person's level of formal education generally has little relationship to his or her political resources.

True False 2. Being arrested for and convicted of a felony as a teenager can prevent you from becoming a doctor.

True False 3. Purchasing or possessing or drinking alcoholic beverages in public by a person under 18 years old is a felony.

True False 4. Insulating the house causes the family's energy bills to decrease.

True False 5. Laws cannot be changed?

True False 6. Unfair laws should be changed?

True False 7. White, middle class males are likely to have more political resources than other groups in the United States.

MATCHING

Match the holidays with the dates by drawing a line to the correct date.

A. New Year's Day
B. Texas Independence Day
C. Juneteenth
D. Independence Day
E. Labor Day
F. Columbus Day
G. Thanksgiving Day

4th Thursday in November
January 1
2nd Monday in October
March 2
1st Monday in September
July 4
June 19

EVALUATION

1. When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

   A. Would he have been able to fire a gun? Yes No

   B. Would he have been able to listen to a radio? Yes No

   C. Would he have been able to read a printed book? Yes No

2. Circle each letter which influences a person's lifestyle.

   a. the kind of work a person does
   b. the type of neighborhood in which a person lives
   c. whether a person lives in the country or the city
   d. whether a person is married or unmarried
   e. the kinds of things a person likes to do in his/her leisure time
   f. the kinds of music a person likes
   g. the kinds of social activities a person enjoys

3. You want to go to college, but your parents cannot afford to pay your way. Circle the letter beside the statement that describes a way to solve the problem.

   A. get a job and earn money for college
   B. apply for aid in the form of a scholarship or loan from the college for you wish to attend
   C. apply for a loan through your local bank
   D. give up your idea of attending college

ANALOGY

Circle the letter beside the answer which best fits the blank space in the question.

1. The ___________ is to mountain travlers in Peru as a car is to Americans traveling between two towns.

   A. camel
   B. ox
   C. llama
   D. bicycle

2. Fish is to people who live near rivers as __________ is to people who live on thriving grasslands.

   A. cattle
   B. fish
   C. vegetables
   D. poultry

ANSWER KEY

MASTERY TEST
Test No. 2
Grade Level Five

Multiple Choice

1. A
2. B
3. A
4. C
5. A
6. C
7. D
8. A
9. A,C,D
10. A,B,C,E

True and False

1. False
2. True
3. False
4. True
5. False
6. True
7. True

Matching

A. January 1
B. March 2
C. June 19
D. July 4
E. 1st Monday in September
F. 2nd Monday in October
G. 4th Thursday in November

Evaluation

1. a. yes
   b. no
   c. yes
2. a,b,c,d,e,f,g
3. A,B,C

Analogy

1. C
2. A

MASTERY TEST

Grade Level Eight

Directions: Circle the item of your choice for each question.

1. During the presidency of Andrew Jackson, the democratic rights of the "common man"

   A. increased
   B. decreased
   C. remained the same
   D. ended

2. The right of women to vote in the United States was provided by

   A. the Declaration of Independence
   B. a Constitutional amendment
   C. the Bill of Rights
   D. a Supreme Court decision

3. The Shrine of Texas is

   A. Washington on the Brazos
   B. Gonzales Battle Field
   C. the Alamo
   D. None of the above

4. What general was defeated at the Battle of Waterloo?

   A. Adolph Hitler
   B. Napoleon
   C. Alfred the Great
   D. Andrew Jackson

5. Philadelphia, Pennsylvania was the birth place of

   A. the Constitution
   B. the Bill of Rights
   C. the Declaration of Independence
   D. all of the above

6. Two of the Northwest's most important economic activities are:

   A. lumbering and fishing
   B. tourism and shipbuilding
   C. farming and commercial grazing
   D. coal mining and textile manufacturing

BEST COPY AVAILABLE

7. Which following statements is NOT true?

A. processing is the United States' second most important industry.
B. egalopolises are located in the Northeast and Great Lakes s of the United States.
C. England is the center of the textile industry.
D. rces and people have helped to influence the development of America.

8. Which the following is NOT a constitutional right of American citizens?

A. right to freedom of speech
B. right to practice the religion of one's choice
C. right to determine who can purchase and live in the house next door
D. right to a fair trial when accused of a crime

9. You humber of rights that are guaranteed by the various levels of gove Which ONE of the following IS NOT one of those rights?

A. right to speak out on any issue
B. right to have a concealed firearm for protection
C. right to go to school to get an education
D. right to a lawyer and a trial by jury

10. Which the following is an example of representative democracy?

A. States
B. Union
C.
D. Germany

11. Whic following sentences about culture is NOT true?

A. arn your culture.
B. re born with your culture.
C. culture has cultural norms.
D. culture has cultural mores.

12. Whateffect of scarcity of resources on people's wants?

A. nts cannot be satisfied.
B. are more important than needs.
C. are kept small.
D. will vary.

BEST COPY AVAILABLE

13. ummer the heat wave in New York causes people much discomfort. ople drink lemonade during the days of the heat wave. What effect s action of consumers have on production of lemonade?

re lemons are available.
re lemon trees were planted immediately.
re lemons probably were used to make scented wax.
re lemons probably were used to make frozen juice.

14. ng oil becomes scarce in the United States, a variety of things appen. Which ONE of the following results of this scarcity would ST likely to occur?

ne industries would switch from oil to coal for heating.
price of oil would go up, and the cost of heating homes would ome more expensive.
ny oil companies would explore in areas where they had not rched for oil.
st remaining oil would be taken off the market completely in er for oil companies to rebuild their reserves.

15. the following items, choose the one that is the best example of a e."

of beans
of cereal
air of plumbing
kage of meat

16. your identify comes from

tending
evision
groups you belong to
places

17. rican culture, power is distributed within each family

the same way as in every other family
ording to the age of its members
ording to the sex of its members
different ways

18. You may work better if your career choice matches your personal goals. From the following statements select the ONE which BEST explains why.

A. You will work better to get better pay to get promoted
B. You will work better so you can get out of thet kind of work and into something worthwhile
C. You will work better to please your employer and to be fair to fellow workers
D. You will work better because the work is interesting and rewarding to you

19. An employer IS NOT allowed to select an applicant for a job on the basis of which ONE of the following?

A. whether the applicant has a certain amount of education
B. whether the applicant has had related job experience
C. whether the applicant is neat and courteous
D. whether the applicant is male or female

20. If you met someone who was of a different race, how sure would you be that the person could be trusted?

A. I would be sure that the person could be trusted.
B. I would be sure that the person could NOT be trusted.
C. I would not be able to say one way of the other if the person could be trusted.
D. I could ask a friend.

21. Franco works for the Correll Trucking Company on the loading dock with five other mem, all of whom are Italian-American. Because of increased business, James is hired to work with them. James is not Italian-American, and Franco is upset because another Italian-American was not hired. Franco refuses to speak to James except when it is necessary to get the job done. Which ONE of the following describes the MOST LIKELY result if Franco's behavior does not change?

A. Franco's attitude will not bother James at all.
B. James will develop a dislike for Franco.
C. Franco will get to know James and begin to like him.
D. James will make a greater effort to become friends with Franco.

22. When culture norms are so important that the government enforces them, they are made into:

A. folkways
B. laws
C. budgets
D. legends

23. Helen and her neighbors have a problem. When it rains, the streets in their neighborhood flood. If a storm sewer were put in, the rainwater would turn into the river instead of flooding the streets. Which ONE of the following would be the first step to take?

A. wait for the idea to be thought of by a local official
B. submit a complaint to the local officials.
C. demonstrate in front of the courthouse
D. go on TV to broadcast the problem

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

True False 1. The president is the head of the legislative branch of government.

True False 2. The President of the United States can make laws.

True False 3. Religions can help support society's values.

True False 4. People are affected by their culture.

True False 5. Cultures are in a constant state of change.

True False 6. Every language expresses the same idea and relationships as every other language.

True False 7. Religions view the world in basically the same way.

True False 8. Being arrested for and convicted of a felony as a teenager can prevent you from becoming a doctor.

True False 9. A local school board has the authority to prohibit an exclusive social club in a public school.

True False 10. The same words and ideas are important for societies everywhere.

TRUE AND FALSE

Circle true if the crimes listed below are felonies. Circle false if the crimes are not felonies.

True False 1. robbery

True False 2. aggravated assault

True False 3. forgery

True False 4. arson

True False 5. possession of narcotics

True False 6. violation of fireworks laws

True False 7. disturbing the peace

True False 8. purchasing or possessing or drinking alcoholic beverages in public by a person under 18 years old

MATCHING

Match the dates to the events/wars by drawing a line to the correct date.

A. American Revolution

B. Wars of 1812

C. Spanish American War

D. World War I

E. World War II

1941 - 1945

1898

1917 - 1919

1775 - 1783

1812 - 1815

ANALOGY

Circle the letter beside the statement that best answers the question.

1. Andrew Haynes works day and night in his laboratory. He forgets appointments and lets bills and letters stack up unopened. Which one of the factors below MOST influences Andrew's lifestyle?

   A. income
   B. culture
   C. personal value system
   D. age

GEOGRAPHIC SKILLS/Identifying Continents

Place the letter of the continent in the blanks. Match the picture of the continent to the continent name.

1. North America ____________

2. South America ____________

3. Europe ____________

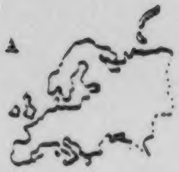
4. Africa ____________

5. Asia ____________

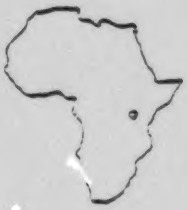
6. Australia ____________

7. Antarctica ____________

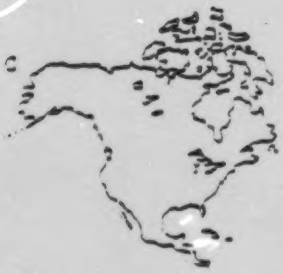
A



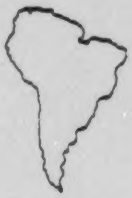
B



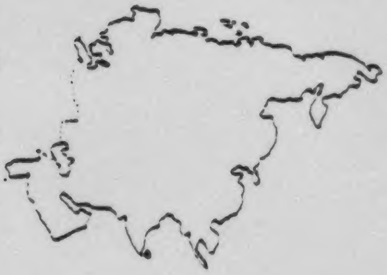
C



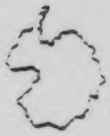
D



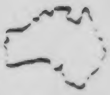
E



F



G



GEOGRAPHIC SKILLS/Locating Places on a Map

Each dot on the map stands for a city. The dots are identified by letters. The cities represented by the dots are listed below. Place the letter of the city in the blank next to the name of the city.

_____ Seattle

_____ Los Angeles

_____ Great Falls

_____ Denver

_____ Kansas City

_____ St. Louis

_____ Houston

_____ New Orleans

_____ Chicago

_____ Cincinnati

_____ Cleveland

_____ Detroit

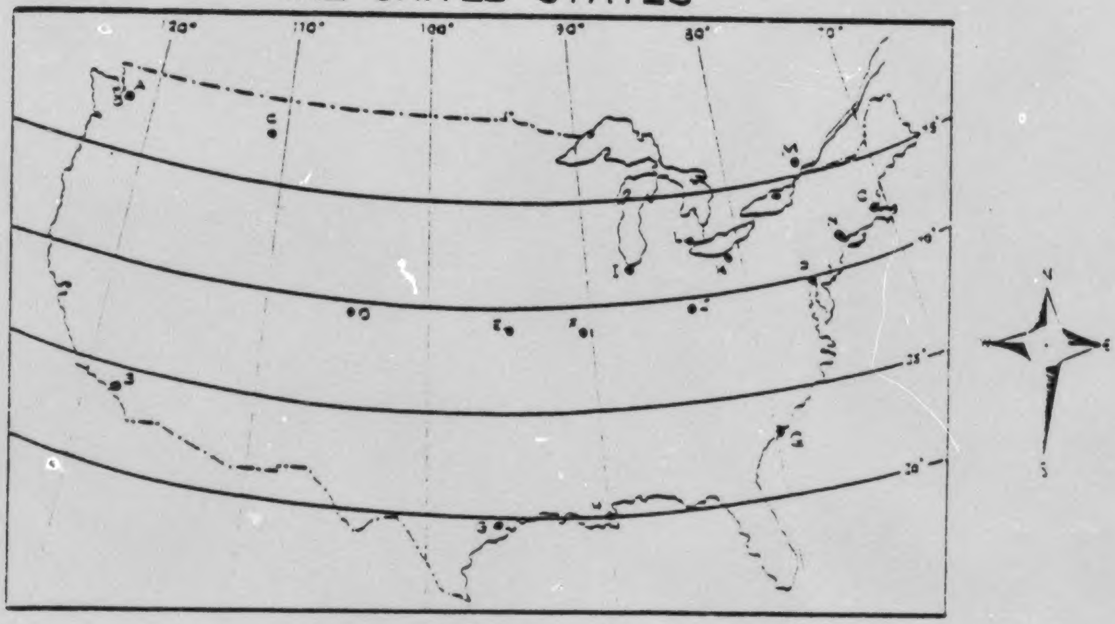
_____ Montreal

_____ New York

_____ Boston

_____ Baltimore

_____ Charleston


THE UNITED STATES

ANSWER KEY

MASTERY TEST

Grade Level Eight

Multiple Choice

1. A
2. B
3. C
4. B
5. A
6. A
7. C
8. C
9. B
10. A
11. B
12. A
13. D
14. D
15. C
16. C
17. D
18. D
19. D
20. C
21. B
22. B
23. B

True and False

1. False
2. False
3. True
4. True
5. True
6. False
7. False
8. True
9. True
10. False

True and False

1. True
2. False
3. True
4. True
5. True
6. False
7. False
8. False

Matching

A. 1775 - 1783
B. 1812 - 1815
C. 1898
D. 1917 - 1919
E. 1941 - 1945

Analogy

1. C

Geographic Skills-Identifying Continents

1. North America - C
2. South America - D
3. Europe - A
4. Africa - B
5. Asia - E
6. Australia - G
7. Antarctica - F

Geographic Skills-Locating Places on a Map

A. Seattle
B. Los Angeles
C. Great Falls
D. Denver
E. Kansas City
F. St. Louis
G. Houston
H. New Orleans
I. Chicago
J. Cincinnati
K. Cleveland
L. Detroit

Answer Key
Mastery Test
Grade Level Eight
Page 2

Geographic Skills-Locating Places on a Map - con't

M. Montreal
N. New York
O. Boston
P. Baltimore
Q. Charleston

MASTERY TEST

Grade Level Eleven

Directions: Circle the letter beside the item that best answers each question.

1. Early in its existence, the Supreme Court established its right to decide whether acts of Congress and the president violated the Constitution. This is known as the right

   A. of judicial sovereignty
   B. to decide
   C. of judicial review
   D. none of the above

2. The dramatic growth of multinational corporations occured

   A. before World War I
   B. between World War I and World War II
   C. after World War II
   D. none of the above

3. At the Constitutional Convention, delegates from the larger states favored the Virginia Plan because

   A. it called for a weak Congress
   B. every state would have equal representation
   C. states would remain sovereign
   D. representation in Congress would be based on population size

4. The term "Cold War" has been most commonly used to determine which one of the following?

   A. Communist China's invasion and conquest of Tibet
   B. Hitler's invasion of Russia in the winter of 1941-42
   C. Relations between the Soviet Union and the United States after 1945
   D. The conflict between the United States and Communist China in Korea

5. The division of the national legislature into two houses was a result of

   A. the Virginia Plan
   B. the Great Compromise
   C. the New Jersey Plan
   D. the Three-Fifths Compromise

6. Under the Articles of Confederation,

   A. the national government was the supreme political authority
   B. state governments were sovereign
   C. Congress had the power to tax citizens
   D. a simple majority (7 of 13 votes) of Congress could make laws

7. Which of the following countries produces the most wheat?

   A. United States
   B. Russia
   C. Argentina
   D. France

8. Which of the following countries is the greatest wool producer?

   A. Australia
   B. Great Britain
   C. United States
   D. China

9. Which country is the major manufacturer of textiles?

   A. West Germany
   B. Great Britain
   C. United States
   D. Japan

10. Which ONE of the following is a RIGHT that American citizens are granted by the Constitution?

   A. the right to own property
   B. the right to vote only if the citizen is a property owner
   C. the right to free use of governmental land
   D. the right to shoot someone who is trespassing

11. Listed below are ways a citizen of the United States might participate in the country's political system. Which one of them reflect a positive attitude toward the country?

   A. emphasizing political views by threatening a government official in a public speech
   B. following all campaign rules while running as a candidate for mayor
   C. participating in a plan to take over a government building
   D. attempting to bribe a state representative in order to gain support for a cause

12. Political third parties in the United States

A. focus public attention on new issues
B. do not nominate candidates for president
C. usually grow into major political parties
D. have won many local elections

13. Select the statement that describes the MOST important effect of voting in the United States

A. to keep the people informed about what is happening in their government
B. to find out how many registered voters there are in the country
C. to keep the government system working according to the wishes of the people
D. to allow people to support a political party

14. Basic to the principle of "right to property" are individual rights to

A. decide the use of property and to transfer rights to property
B. decide the use of property but not to transfer rights to property
C. transfer rights of property but not to decide the use of property
D. deny property rights of others

15. The council/manager form of government is most likely to be found in

A. middle-sized city
B. a county
C. a large city
D. a village

16. Which is an example of a direct democracy?

A. United States
B. Rome
C. Athens in ancient Greece
D. Germany under Hitler

17. The family is an example of a

A. culture
B. social class
C. primary group
D. subculture
E. peer group

18. Which of the following is NOT the way for determining one's place in a culture?

A. wealth
B. power
C. intelligence
D. happiness

19. Choose the item below which is not an example of economic interdependence:

A. The United States buys oil from Saudi Arabia; Saudi Arabia buys wheat from the United States.
B. Russia buys wheat from the United States; the United States buys very little from Russia.
C. The United States buys oil from Egypt; Egypt buys planes and arms from the United States.
D. The United States buys natural rubber and coffee from Brazil; Brazil buys manufactured products from the United States.

20. Which of the following statements about multinational corporations is true?

A. Multinational corporations use people, money, and technology from around the world.
B. Multinational corporations may manufacture different parts of a product in different countries.
C. Multinational corporations may manufacture goods in one country and sell them in another.
D. All of the above.

21. If heating oil becomes scarce in the United States, a variety of things would happen. Which ONE of the following results of this scarcity would be LEAST likely to occur?

A. Some industries would switch from oil to coal for heating.
B. The price of oil would go up, and the cost of heating homes would become more expensive.
C. Many oil companies would explore in areas where they had not searched for oil.
D. Most remaining oil would be taken off the market completely in order for oil companies to rebuild their reserves.

22. In a private enterprise economy, the group which exercises the principal influences on the choice of goods produced over a long period of time is

A. government
B. big business
C. consumers
D. labor unions

23. Free enterprise advocates a limited role for government in the economy so as to

A. protect individual freedom
B. guarantee price stability
C. equalize distribution of goods produced
D. assure increases in per capita economic output through federal planning

24. Marriage is governed by the family according to

A. universal codes of morality
B. the norms and values of the society to which it belongs.
C. the majority opinion of all family members
D. the traditions of its ancestors
E. the philosophy of the magazines it reads

25. In a society with a caste system, which one of the following determines an individual's social level?

A. the individual's age
B. the individual's education
C. the individual's family
D. the individual's income

26. The right of women to vote in the United States was provided by

A. the Declaration of Independence
B. a Constitutional amendment
C. the Bill of Rights
D. a Supreme Court decision

27. The right of black citizens to vote in the United States was provided by

A. the Declaration of Independence
B. an amendment to the Constitution
C. the Bill of Rights
D. a Supreme Court decision

28. Below are four reasons for conserving natural and human resources. Three are important reasons, but one is not. Select the ONE which is NOT an important reason to conserve resources.

A. Conserving resources is the only way to get everything that we want right now.
B. Resources become more costly as they become more scarce.
C. Some resources cannot be replaced when they are used up.
D. Human resources are expensive and should be conserved whenever possible.

29. The term "New South" refers to

A. strip mining in the Appalachians
B. the development of Miami and Jacksonville as tourist centers
C. industrialization of the South
D. agribusiness along the Gulf of Mexico

30. Because of a worldwide shortage of food grain, newspapers predict that the price of wheat will be very high next fall. As a result, farmers can be expected to

A. plant less expensive wheat seed
B. plant more acres in wheat
C. plant less wheat
D. plant about the same amount of wheat as usual

31. Which of the following actions are important for group decisions?

A. considering alternative strategies
B. communicating with other group members
C. developing a careful plan
D. all of the above

32. Which one of the following is the BEST reason why the government provides services for members of our society, such as orphans, the aged and disabled persons?

A. Private organizations do not care about these individuals.
B. The individuals do not desire governmental services.
C. Governmental services are provided to these individuals only to win elections.
D. Most of our citizens want the government to provide help for these individuals.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

True False 1. Some cultures are definitely better than other cultures.

True False 2. Some people are unaffected by the norms and values of their society.

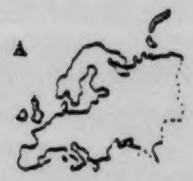
True False 3. Cults and sects are the same thing.

GEOGRAPHIC SKILLS/Identifying Continents

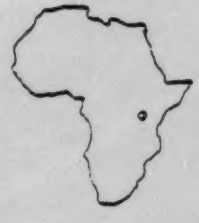
Place the letter of the continent in the blanks. Match the picture of the continent to the continent name.

1. North America ____________
2. South America ____________
3. Europe ____________________
4. Africa _____________________
5. Asia ____________________
6. Australia ______________
7. Antarctica _____________

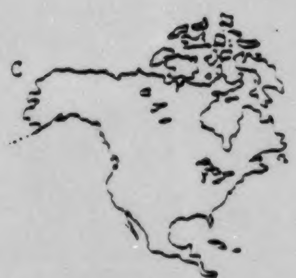
A



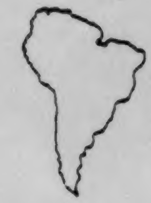
B



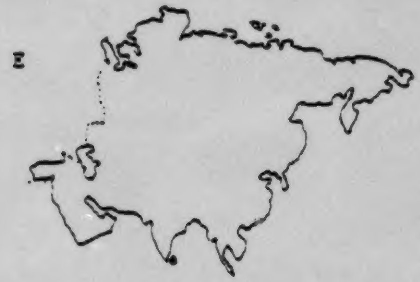
C



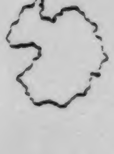
D



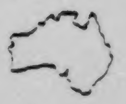
E



F



G



:OGRAPHIC SKILLS/Locating Places on a Map

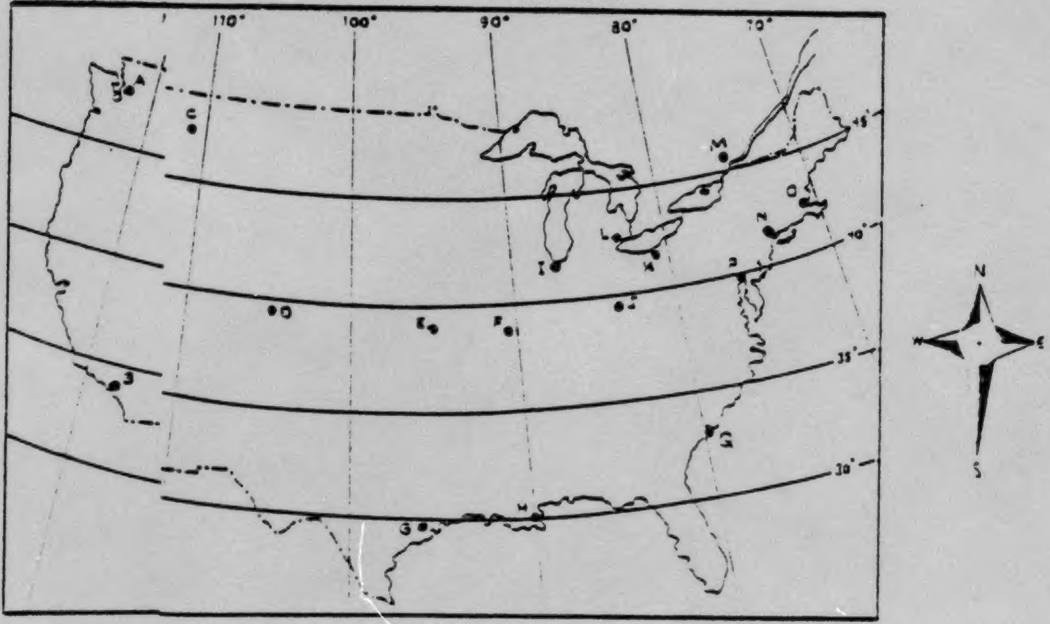
Each dot on ap stands for a city. The dots are identified by letters. The cities rnted by the dots are listed below. Place the letter of the city in the bext to the name of the city.

_____ Seattl
_____ Los A
_____ Great
_____ Denve
_____ Kansa
_____ St. L

_____ Houston
_____ New Orleans
_____ Chicago
_____ Cincinnati
_____ Cleveland
_____ Detroit

_____ Montreal
_____ New York
_____ Boston
_____ Baltimore
_____ Charleston

THE UNITED STATES


110°
100°
90°
80°
70°
45°
40°
35°
30°
A
B
C
D
E
F
G
H
I
K
L
M
N
O
N
E
S
W

ANSWER KEY

MASTERY TEST

Grade Level Eleven

Multiple Choice

1. C
2. C
3. D
4. C
5. B
6. B
7. B
8. B
9. C
10. A
11. B
12. A
13. C
14. A
15. A
16. C
17. C
18. D
19. B
20. D
21. D
22. C
23. A
24. B
25. C
26. B
27. B
28. A
29. C
30. B
31. D
32. D

True and False

1. False
2. False
3. False

Geographic Skills-Identifying Continents

1. North America - C
2. South American - D
3. Europe - A
4. Africa - B
5. Asia - E
6. Australia - G
7. Antarctica - F

Geographic Skills-Locating Places on a Map

A. Seattle
B. Los Angeles
C. Great Falls
D. Denver
E. Kansan City
F. St. Louis
G. Houston
H. New Orleans
I. Chicago
J. Cincinnati
K. Cleveland
L. Detroit
M. Montreal
N. New York
O. Boston
P. Baltimore
Q. Charleston

OSSI INSTRUCTIONAL MANAGEMENT SYSTEM

Beverly Rodgers, Ph.D.

Carl Hoffmeyer

and

Participating Schools

Region VII Education Service Center

Kilgore, Texas 75662

1981

TABLE OF CONTENTS

Introduction 2

Philosophy 9

OSSI Structure 13

Suggested Scope and Sequence 19

Objectives

Mastery Tests

- Grade 5
- Grade 8
- Grade 11

PROJECT OSSI-R: ORGANIZING FOR SOCIAL SCIENCE/CITIZENSHIP IMPROVEMENT - A RURAL SCHOOLS APPROACH

A local, state, and national need to develop a vertical K-12 curriculum in social studies/citizenship was identified by Region VII Education Service Center staff and regional educators during 1979. To meet this need, a K-12 Social Studies/Citizenship Instructional Management System (OSSI) was designed (1979-80), piloted (1980-81) and disseminated (1981-82). The OSSI unique features address the curriculum goals and goal indicators for the Goals for Public School Education in Texas and the Framework for Social Studies in Texas, K-12 (Texas Education Agency), 1980.

Instructional aids, activities and mastery tests, as well as a bank of test items for each of the Texas essential student objectives for social studies have been designed. Each objective has been developed with student mastery in mind. OSSI objectives are correlated to textbook series, films, activities, and test items.

OSSI (Organizing for Social Science Improvement - A Rural Approach) was begun in 1979 when 29 districts in East Texas had documented student and program needs in social studies, citizenship, free enterprise, and career education, but lacked resources to undertake the development of a K-12 social studies/citizenship curriculum in their district. However, by pooling teacher resources from 10 schools of different sizes, the task was possible. Social studies teacher-consultants from 14 districts have been trained and many are available for inservice programs.

SOURCEBOOK - ORGANIZING FOR SOCIAL SCIENCE/CITIZENSHIP EDUCATION - A RURAL SCHOOL APPROACH

Carl Hoffmeyer

Beverly Rodgers, Ph.D.

Region VII Education Service Center

and

Project Schools

1981

Districts involved include Carthage, Frankston, Harmony, Henderson, LaPoynor, Longview, Marshall, Mineola, Murchison, New Summerfield, Overton, Spring Hill, Troup, Tyler, and Winnsboro.

INSTRUCTIONAL MANAGEMENT SYSTEM

The OSSI-R (Organizing for Social Science/Citizenship Improvement - A Rural Schools Approach) instructional management system is based on seven discipline areas (anthropology, economics, geography, history, philosophy, political science, and psychology) and seven infusion areas (career education, environmental education, ethnic studies, future studies, global studies, law related studies, and values education). This concept-skill-student outcome based instructional management system is designed such that even the smallest of schools can provide a well-balanced and articulated social studies program.

Rural is defined as sparsity of people in an isolated area either geographically or in terms of educational ideas. "Rural" as used in OSSI, is often defined as a condition and a state of mind, not necessarily a specific number or designated geographic location.

Social studies is "an integration of experiences and knowledge concerning human relations for the purpose of citizenship education," according to Robert Barr, James Barth, and Samuel Shermis in Defining the Social Studies-Bulletin 51, Washington, D.C.: National Council for the Social Studies, 1977, page 69.

Citizenship is defined as "education to help children develop a sense of personal and social responsibility." This definition was developed by Joseph J. D'Amico, Suzanne Daly, Joan Wallace, and Judith Wilson in Words Into Action: A Classroom Guide to Children's Citizenship Education published by Research for Better Schools, Philadelphia, Pennsylvania, 1980, page 20. OSSI participants were in agreement with these operational definitions.

Elements of the K-12 instructional management system were organized and coded during the June 9-20, 1980 summer institute. The advisory council (January 17, 1980) and Social Science Education Consortium consultant (November 7, 1980) both recommended to project staff that the IMS be built K-8 by grade level and 9-12 by subject areas in the citizenship/social studies areas listed in Figures 1 and 2 according to the steps in the Social Science Education Consortium's model (Figure 3).

Project participants worked through the 1979-80 year to develop sub-group expertise in one of the fourteen areas. The majority of films, activities, and instructional materials were coded during the 1980 summer institute to each objective in the instructional management system. Each participant was then assigned specific task sheets to pilot and refine between September and December, 1980. The philosophy, management system structure, scope and sequence, and mastery tests were revised and piloted under the direction of the OSSI team leaders and advisory council.

The intent of each element in the IMS (Instructional Management System) is that it be used as a guide for encouraging curriculum coordination across the twelve grades. The OSSI philosophy, scope and sequence, instructional resource sheet, and assessment items are intended as aids to the district. Schools are encouraged to add, delete, or alter any elements in the system. OSSI is one group's efforts at initiating K-12 coordination in citizenship education in East Texas schools. It is not intended as a complete curriculum.

FIGURE 1

DISCIPLINE AREAS

- HISTORY
- PHILOSOPHY
- ECONOMICS
- ANTHROPOLOGY
- GEOGRAPHY
- POLITICAL SCIENCE
- PSYCHOLOGY
- SOCIOLOGY

OSSI

ORGANIZING FOR
SOCIAL
SCIENCE
IMPROVEMENT

FIGURE 2

INFUSION AREAS

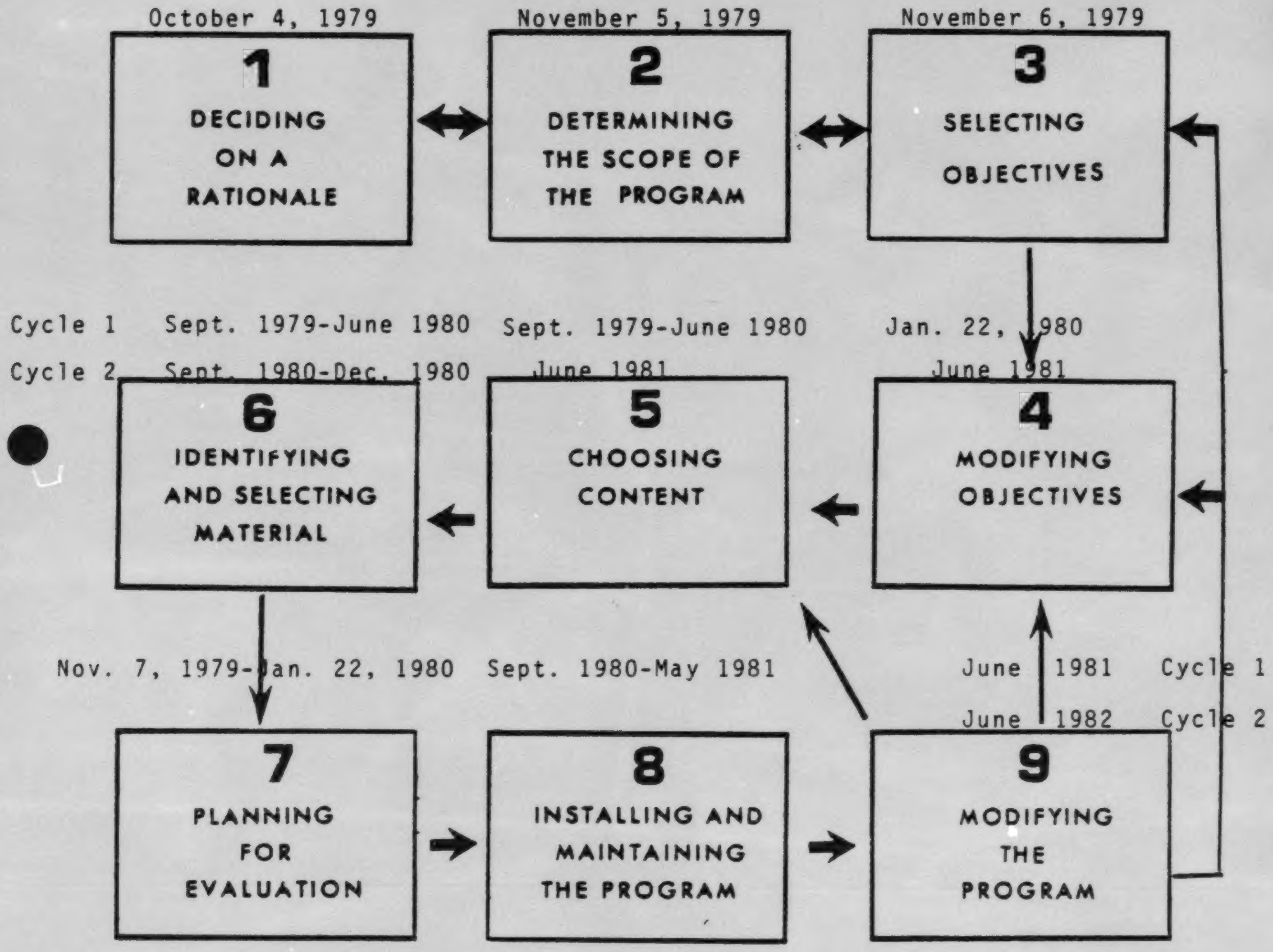
- ENVIRONMENTAL EDUCATION
- ETHNIC, WOMEN AND OTHER
- CAREER EDUCATION
- VALUES EDUCATION
- LAW-FOCUSED EDUCATION
- MINORITY GROUP STUDIES
- FUTURE STUDIES
- GLOBAL STUDIES

OSSI

ORGANIZING FOR
SOCIAL
SCIENCE
IMPROVEMENT

FIGURE 3

A MODEL FOR SOCIAL STUDIES PROGRAM PLANNING BASED ON STUDENT-CENTERED OBJECTIVES


October 4, 1979
1
DECIDING ON A RATIONALE
November 5, 1979
2
DETERMINING THE SCOPE OF THE PROGRAM
November 6, 1979
3
SELECTING OBJECTIVES
Cycle 1 Sept. 1979-June 1980
Cycle 2 Sept. 1980-Dec. 1980
Sept. 1979-June 1980
June 1981
Jan. 22, 1980
June 1981
6
IDENTIFYING AND SELECTING MATERIAL
5
CHOOSING CONTENT
4
MODIFYING OBJECTIVES
Nov. 7, 1979-Jan. 22, 1980
Sept. 1980-May 1981
June 1981 Cycle 1
June 1982 Cycle 2
7
PLANNING FOR EVALUATION
8
INSTALLING AND MAINTAINING THE PROGRAM
9
MODIFYING THE PROGRAM

Planning a Social Studies Program: Activities, Guidelines, and Resources
ERIC Clearinghouse for Social Studies/Social Science Education
Social Science Education Consortium, Inc.

OSSI PHILOSOPHY/RATIONALE

> Social studies has functioned as a mirror of our society. Our society believes and acts as though it must perpetuate its beliefs, values, customs and traditions -- as, of course, do all societies ... while it is clear that in a pluralistic society it is difficult to locate core values, lasting tradition, and persisting norms, it is also true that social studies teachers are expected to act as if these did, indeed, exist.[1]

Introduction

The primary purpose of the OSSI instructional management system is to highlight "the individual as citizen" theme as reflected in the 1980 Framework for the Social Studies (Texas Education Agency). OSSI is theoretically based on Etzioni's The Active Society (1968). According the Etzioni's characteristics, an active society is one which "knows itself, is committed to moving forward a fuller realization of its values, and commands the levers such transformation requires, and is able to set limits on its capacity for self alterations " (Etzioni, p. 16). The implication, therefore, is that teachers provide instruction toward an idealized society. Unless planned and coordinated implementation of a social studies curriculum takes place in the classroom, students may experience confusion at a time when effective social studies instruction has never been more important.

Definition of Social Studies

Defining social studies had been a perplexing concern over the years. The OSSI project adopts the definition of Barr, Barth, and Shermis.

> Social studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education.[2]

Citizenship, thus becomes the common denominator of conscious participation.[3]

OSSI ASSUMPTIONS

OSSI Assumptions about the Nature of Society

- *society is increasingly complex and pluralistic and can best be understood by persons who are proficient in handling tools of social scientists,
- *society is capable of tolerating shifting patterns of behavior with conflicting value orientations,
- *without agreed upon creeds and formal sets of beliefs, societal linkages and connections become so unclear and entangled that cultural identity crises, institutional crises, and individual identity crises foster confusion and potential chaos.

OSSI Assumptions about Students

- *students are capable of and need to be encouraged to become independent, critical thinkers;
- *students are capable of identifying their own value orientations as well as critically analyzing value conflicts;
- *students can be taught to think and reason while looking at the world through the eyes of social scientists; and, most importantly,
- *students with proficient decision-making skills will not respond to the world about them solely on the basis of tradition, habit, or impulsiveness.

OSSI Assumptions Regarding the Nature of the Social Studies

- *the classroom teacher is the critical factor in communicating the content, values, attitudes, skills, and participatory commitment of social studies;
- *trained social studies teachers ought to select, interpret, and emphasize those aspects of the culture which contains the elements best fitted to strengthen the basic traditions of western civilizations;
- *the Texas Education Agency social studies objectives is the agreed upon core set of OSSI objectives;
- *the National Assessment of Educational Progress set of objectives offer a global and a well rounded program base.

OSSI Assumptions Regarding Curriculum Change[4]

*change is a process not an event;
*change is accomplished by individuals not institutions;
*change is a highly personal experience;
*change entails developmental growth in both feelings about and skills in using new programs.

OSSI participants were in agreement with the following ideas:

*that children learn what they live;
*that the American democratic principles provide the appropriate structure of the world of today and tomorrow;
*that the spiritual dimensions of each human individual is important;
*that a knowledge of the past is the best foundation for active citizens reflections as they make decisions about the present and future;
*that a free society without intelligent citizens is impossible; and
*that the preferred instructional tool in OSSI is teaching students to analyze any concept, issue or problem and apply reason to its solution.

In an increasingly changing and complex world, children need opportunities to learn about and practice citizenship skills. The OSSI instructional management system provides small school teachers an organizational pattern for providing appropriate experiences.

Summary

Without human interaction, OSSI curriculum is nothing more than a systematized and coordinated means of presenting students in smaller schools with a well-balanced, logical series of experiences in social studies. Active citizenship is the end, social studies instructional delivery is the means to that end. Any teacher who had not clarified three questions will miss the intent of the instructional management system. These questions are listed on the following page.

146

1. What is my purpose?
2. What method will best assist me in teaching this objective?
3. Is the suggested content truly appropriate for students in this situation?

For purposes of social studies, as identified by the National Council for the Social Studies in 1971 and as revised in 1979 are listed below:

1. Knowledge about the human condition which includes the past, present, and future.
2. Skills necessary to process information.
3. The skills to examine values and beliefs.
4. The application of knowledge through active participation in society.

OSSI's Instructional Management System is designed to assist teachers carry out these four purposes. It is intended to facilitate delivery of the expanding horizons theme through a spiraling curriculum pattern as called for by the Texas Education Agency in the Framework for Social Studies in Texas (K-12), 1980. Finally, it is intended to be purposely incomplete to ensure that local school decisions are included in each community using the system.

---

1. National Council for the Social Studies Bulletin No. 52, p.9.
2. National Council for the Social Studies Bulletin No. 52, p.69.
3. National Council for the Social Studies Belletin No. 52, p.97.
4. Hall, Gene E., "The Concerns Based Aproach to Facilitating Change," Educational Horizons, Summer, 1979, Vol. 57, pp. 202-208.

OSSI STRUCTURE

Designing an instructional management system which is functional to many schools in Texas yet not common to all requires a unique structure. Such a structure exists by using a mixture of ten core concepts and the framework of the Goals for Public Schools in Texas.

The OSSI group determined that ten concepts (Figure 4) be considered essential in a well balanced social studies program. Teachers in grades K-1, for example, would introduce differences/diversity, cooperation/conflict, and interdependence concepts. In addition, these teachers will utilize the student objectives resource sheets from the six areas (1) intellectual discipline, (2) economic and occupational competence, (3) environmental and ecological concerns, (4) citizenship and political understanding and competence, (5) cultural appreciation, and (6) personal and social relations which are considered by the OSSI groups as appropriate for that grade level. Looking at Figure 4, each teacher can determine the core concepts to be used as the organizing structure for instructional objectives in the grade level and subject area packets. Actual design of units, modules, or lesson plans however, are left to the design of teachers in the various communities. However, units, modules and lesson plans from other Citizenship Title IV-C projects across the state of Texas have been developed around the same student objectives and correlated to the OSSI scope and sequence. In addition, the National Assessment for Educational Progress bank of objectives which is correlated to the OSSI framework provides an excellent structure for module, unit, or course curriculum design.

FIGURE

THE INDIVIDUAL AS CITIZEN
OSSI CONCEPTS

	K	1	2	3	4	5	6	7	8	WORLD HISTORY	AMERICAN HISTORY	GEOGRAPHY	FREE ENTERPRISE ECONOMICS	PSYCHOLOGY SOCIOLOGY	GOVERNMENT	OTHER
DIFFERENCES/ DIVERSITY	X	X	•	•	•	•	•	•	V	•	•	V	V	V	•	V
COOPERATION CONFLICT	X	X	•	•	•	•	•	•	•	•	•	•	•	•	V	•
INTERDEPENDENCE	X	X	•	•	•	•	•	•	V	•	•	V	V	V	•	V
CULTURAL CHANGE			X	X	X	•	•	•	•	V	V	•	•	•	•	•
TRADITION			X	X	X	•	•	•	•	V	V	•	•	•	•	•
VALUES			X	X	X	•	•	•	V	•	•	V	V	V	•	V
CAUSALITY						X	X	•	•	V	V	•	•	•	•	•
INSTITUTIONS						X	X	•	•	•	•	•	•	•	V	•
POWER							X	•	•	•	•	•	•	•	V	•
SOCIETAL CONTROL								X	X	•	•	•	•	•	V	•

X Introduce and develop
V Emphasize
• Concept infused whenever possible/practical

OSSI Concepts

The ten core concepts agreed to by the OSSI participants are defined below. Definitions, in most cases, are those from the Hilda Taba curriculum.[1]

1. Differences/Diversity: The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

   Survival of any species depends on these differences.

   Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or higher intelligence.

2. Cooperation: The solution of important human problems requires human beings to engage in joint effort.

   The more complex the society, the more cooperation is required.

   Cooperation often requires compromise and postponement of immediate satisfactions.

   Conflict: Interaction among individuals or groups frequently result in hostile encounters or struggles.

   Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

   There are culturally approved and disapproved means of resolving all varieties of conflicts.

   Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

   In most situations some form of compromise is necessary because of the serious consequences of sustained conflict.

3. Interdependence: All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

4. Cultural Change: Cultures never remain static, although the context of the change (economic, political, social, and technological), the speed of the change, and the importance of the change vary greatly.

   Cultural change is accelerated by such factors as increased knowledge, mobility, and communication operating both within and among cultures.

5. Tradition: Societies and the group and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

   Certain institutions in societies, such as the family, religion and education, tend to change less rapidly than do other elements of societies.

6. Values: Those objects, behaviors, ideas, or institutions which a society or an individual considers important and desires constitute values.

   Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

   Societies and individuals often differ significantly in the values they hold.

   Values develop through both non-rational and rational processes.

   The survival of a society is dependent upon agreement on some core of values by a majority of its members.

   The greater the variety of values within a society, the greater the likelihood of disagreement and conflict. In some societies such conflict is accepted as necessary to the realization of core values.

7. Causality: Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted. Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

8. Institutions: Society organizes around five major institutions -- family, religion, economic, education and government. The institution provides a structure for group interaction and cooperation in fulfillment of human needs.

9. Power: Individuals and groups vary in the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

   As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

10. Societal Control: All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment. The specifics of these techniques vary greatly from one society to another.

    Marked differences in child-rearing practices often exist among societies.

    All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming and ostracism, as well as physical punishment and execution.

    Written laws are an attempt to clarify the rules by which society operates, and to promote an impartial treatment of its members.

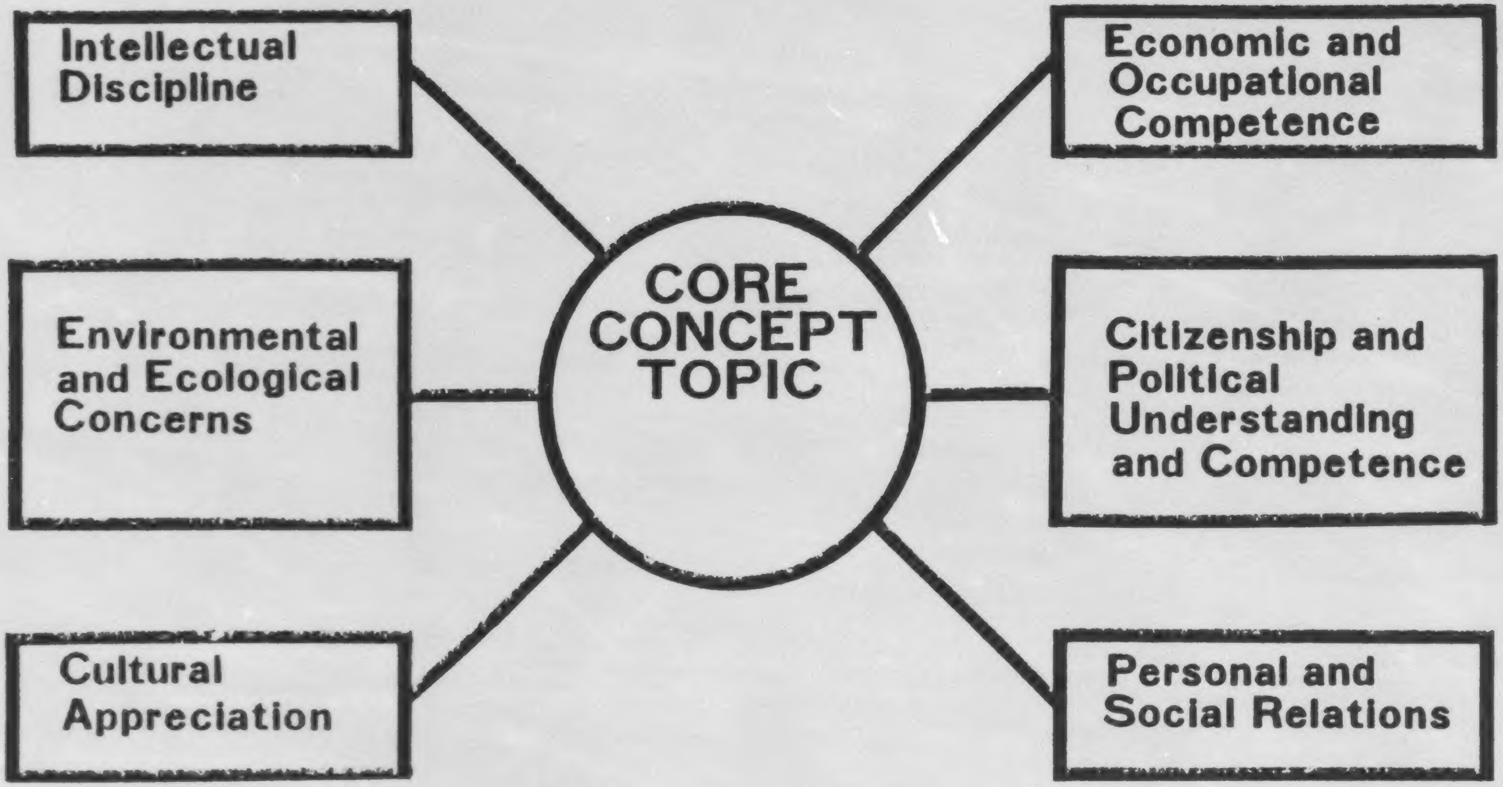
    Everyone belongs to many groups with over-lapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

In addition, each teacher's content is organized around six programmatic areas (Figure 5) as found in the Goals for Public Schools in Texas.

[1] Wallen, Norman, Durkin, Fraeukel, McNaughton, and Sawin, The Taba Curriculum Development Project in Social Studies. Menlow Park, California: Addison-Wesley Publishing Company, 1969, pp. 20-23.

FIGURE 5

THE INDIVIDUAL AS CITIZEN
OSSI STRUCTURE


Intellectual Discipline
Environmental and Ecological Concerns
Cultural Appreciation
CORE CONCEPT TOPIC
Economic and Occupational Competence
Citizenship and Political Understanding and Competence
Personal and Social Relations

OSSI SCOPE AND SEQUENCE

I. STUDENT DEVELOPMENT

1. A. Intellectual Discipline: Competence in the traditionally accepted fundamentals of history and free enterprise.

2. Major social changes that have occured in American society.

3.
Understanding urban development.
Understanding rural development.
Understanding the impact of technology on society.
Understanding changes in racial/ethnic relations.
Understanding changes in female and male roles.
Understanding changes in family patterns.
Understanding changes in work patterns.
Understanding changes in population patterns.
Understanding persistent social problems.
Understanding the development of educational institutions.
Understanding development of religious institutions.

IA1. Understand major social changes that have occured in the American society.

4.
1. Value contributions of racial and ethnic groups to the American heritage.
2. Describe the multicultural nature of the discovery, exploration, and settlement of Texas and the United States.
3. Explain how social movement usually causes changes in society.

Recommended H. S. Subject	Recommended Grade Level
Am. Hist.	K 1 2 3 4 5 ~~6~~ 7 ~~8~~ 9 10 11 12
Am. Hist.	K 1 2 3 4 ~~5~~ 6 ~~7~~ ~~8~~ 9 10 11 12
Wr. Hist. Am. Hist.	K 1 2 3 4 ~~5~~ 6 7 ~~8~~ 9 10 11 12

Economics in the United States, including:

Identify basic economic goals.
Identifying economic decisions that effect the achievement of economic goals.
Understanding the relationship between the basic economic resources of land.
Understanding economic concepts such as competition, production costs, scarcity, supply and demand, tradeoffs.
Understanding the role of tradition, markets and authority in economic decision making.
  a. the role of tradition
  b. the role of authority
  c. the role of markets

IA2. Understands economics in the United States.

1. Support freedom of choice in the market place.
2. Recognize the contributions of the American economic system to the standard of living enjoyed by United States citizens.
3. Support the role of profit in the American market system.
4. Believe in the right of individuals to acquire, use and dispose of property.
5. Support the freedom of consumers to choose how to spend their income.

Recommended H. S. Subject	Recommended Grade Level
FE/Eco.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 ~~5~~ 6 7 ~~8~~ 9 10 11 12
FE/Eco.	K 1 2 ~~3~~ 4 5 ~~6~~ 7 8 9 10 11 12
Wr.Geog.	K 1 2 ~~3~~ ~~4~~ 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 ~~3~~ ~~4~~ 5 6 7 8 9 10 11 12

1. Goals from Texas Public Schools
2. Goal indicators from Texas Public Schools
3. Student Outcomes from NAEP Objective Bank
4. Student Outcomes from TEA Objective Bank

Understanding the role of the federal government in the economy.
Understanding how savings and investments facilitate economic growth and change.
Understanding the role of prices in the economy.
Understanding factors that influence economic behavior.
Understanding potential conflict between basic economic goals.
Understanding the relationship between specific economic goals and overall societal values.
Understanding economic cycles and their effects on individuals and groups.
Identifying similarities and differences between the economic system in the United States and that of other countries.
Understanding basic international economic concerns.
Understanding economic concepts as they apply to individual decision making.
Understanding development of labor-management relationships.

	Recommended H. S. Subject	Recommended Grade Level
6. Recognize that citizens, through political activities, can influence economic decisions made by government.	FE/Eco.	K 1 2 ~~3~~ ~~4~~ 5 6 7 8 9 10 11 12
7. Acknowledge the role of government in regulating unreasonable restraints on competition by either producers or consumers.	FE/Eco.	K 1 2 ~~3~~ 4 ~~5~~ 6 7 8 9 10 11 12
8. Support competition as it effects the quantity and quality of goods and services produced.	FE/Eco.	K ~~1~~ 2 3 4 ~~5~~ 6 7 8 9 10 11 12
9. Identify social, cultural, and economic changes that have affected life in Texas.	Tx. Hist. Govt.	K 1 2 3 4 5 6 ~~7~~ 8 9 10 11 12
10. Describe the history of business cycles in American history.	FE/Eco.	K 1 2 3 4 5 6 7 ~~8~~ 9 10 11 12
11. Recognize a definition of scarcity.	FE/Eco.	K 1 2 3 ~~4~~ 5 6 7 8
12. Identify examples of opportunity costs in choice making.	FE/Eco.	K 1 2 3 ~~4~~ 5 6 7 8 9 10 11 12
13. Classify examples of wants and needs.	FE/Eco.	K 1 2 3 ~~4~~ 5 6 7 8
14. Identify examples of economic interdependence.	FE/Eco.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
15. Give examples of specialization and division of labor.	FE/Eco.	K 1 2 ~~3~~ 4 5 ~~6~~ 7 8 9 10 11 12
16. Explain the functions of money.		K ~~1~~ 2 ~~3~~ 4 5 6 7 8
17. Classify examples of goods and services.		K 1 2 ~~3~~ 4 5 ~~6~~ 7 8
18. Compare the way people work today with how they worked in the past.		K 1 2 ~~3~~ 4 ~~5~~ 6 7 8 9 10 11 12
19. Identify the factors that influence a person's income.		K 1 2 3 ~~4~~ 5 6 ~~7~~ 8 9 10 11 12
20. Identify the major functions of advertising	Fr.Ent.	K 1 2 3 ~~4~~ 5 6 ~~7~~ 8
21. State the purposes of budgeting personal income.	Fr.Ent.	K 1 2 3 ~~4~~ 5 6 ~~7~~ 8 9 10 11 12
22. Define market.	Fr.Ent.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8

	Recommended H. S. Subject	Recommended Grade Level
23. Define price.	Fr.Ent.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8
24. Define money.	Fr.Ent.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8
25. Identify examples of different forms of used in the United States.	Fr.Ent.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
26. Understand that resources are not equally distributed among the nations of the world.	Hr.Geog.	K 1 2 ~~3~~ ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
27. Understand that a nation or a region can produce particular goods and services with different degrees of efficiency.	Wr.Geog.	K 1 2 ~~3~~ ~~4~~ 5 6 ~~7~~ 8 9 10 11 12
28. Give examples of how geography influenced the economic development of the United States.	Am.Hist.	K 1 2 3 4 ~~5~~ 6 7 ~~8~~ 9 10 11 12
29. Explain how international trade makes available a greater quantity and variety of goods.	FE/Eco.	K 1 2 ~~3~~ 4 5 ~~6~~ 7 8 9 10 11 12
30. Explain the functions of an economic system.	FE/Eco.	
31. Name and describe the major types of economic systems (traditional, command, market).	FE/Eco.	
32. Identify the major characteristics of the American economic system.	FE/Eco. Am.Hist. Govt.	
33. Explain how the interaction of supply and demand determine price.	FE/Eco. Am.Hist.	K 1 2 3 4 5 ~~6~~ 7 ~~8~~ 9 10 11 12
34. Explain the function of profit in the American economic system.	FE/Eco. Am.Hist.	K 1 2 ~~3~~ 4 5 6 7 8 9 10 11 12
35. Give examples of how the United States government influences the market.	FE/Eco. Govt.	K 1 2 3 4 5 6 7 ~~8~~ 9 10 11 12

	Recommended H. S. Subject	Recommended Grade Level
36. Identify the three principle forms of business enterprise (e.g. corporation, partnership, individual ownership.	Am.Hist. FE/Eco.	K 1 2 3 4 5 6 7 **8** 9 10 11 12
37. Describe the functions of financial institutions (e.g. banks, savings and loans companies).	FE/Eco.	K 1 2 3 **4** 5 6 7 8 9 10 11 12
38. Explain the functions of competition in a market economy.	FE/Eco.	K 1 2 3 **4** 5 6 7 8 9 10 11 12
39. Give examples of how government obtains and spends funds.	Govt. FE/Eco.	K 1 **2** 3 4 **5** 6 7 8 9 10 11 12
40. Understand that there are many different kinds of markets.	FE/Eco.	K 1 2 3 **4** 5 6 7 8 9 10 11 12
41. State the functions of a stock market.	FE/Eco.	
42. List the functions of a labor union.	FE/Eco. Am.Hist.	K 1 **2** **3** 4 5 6 7 8 9 10 11 12
43. Identify the factors that contribute to economic growth.	FE/Eco. Am.Hist.	K 1 2 3 4 **5** 6 7 **8** 9 10 11 12
44. Describe how the market system solves the basic economic problems of what to produce, how much to produce, and for whom to produce.	FE/Eco.	K 1 2 3 **4** 5 **6** 7 8 9 10 11 12
45. Explain the role of price in the American economy.	FE/Eco. Am.Hist.	K 1 2 3 **4** 5 **6** 7 8 9 10 11 12
46. Define the terms used to describe payment for the use of human resources, land, capital, and risk-taking (wages, rent, interest, profit).	FE/Eco.	K 1 2 3 4 5 **6** 7 8 9 10 11 12
47. Identify and explain the various forms of taxes (e.g. sales, property, excise, income).	FE/Eco. Am.Hist. Govt.	K 1 **2** 3 4 5 6 7 8 9 10 11 12

		Recommended H. S. Subject	Recommended Grade Level
	48. Recognize the freedom of individuals to join or not join in collective economic action.	FE/Eco. Am.Hist.	K 1 2 3 4 **5** 6 7 8 9 10 11 12

B. Skill in the logical processes of search, analysis, and evaluation and problem solving.

Use of the senses, including Identifying the type of information the senses can provide. Knowing which senses to use to gather specific information. Using a variety of senses to obtain information. Understanding that perceptions of the same object or event may differ from person to person.	IB1. Uses the senses.		All Levels
Use of sources such as card catalogs and indexes, case studies, computers, drawings, films, globes, and other models, graphs, maps, newspapers, photos, pictures, radio, recordings, reference books, slides, tapes, television, including: Choosing appropriate sources of information desired. Obtaining information from sources.	IB2. Uses sources such as ...		
	1. Utilize a variety of sources in seeking information.		All Levels
	2. Explain the functions of geographic tools such as maps, globes, and graphs.	Geog.	K 1 2 **3** **4** **5** **6** 7 8 9 10 11 12
	3. Identify different map projections.	Geog.	K 1 2 3 **4** **5** **6** 7 8 9 10 11 12

	Recommended H. S. Subject	Recommended Grade Level
4. Gather and report information accurately.		All Levels
5. Demonstrate skills necessary to acquire information: a. Using direct observation b. Using questions c. Using prepared sources		All Levels
6. Demonstrate skills necessary to use information: a. comparing b. classifying c. conceptualizing d. inferring e. hypothesizing f. imagining g. evaluating		All Levels
IB3. Applies Information		
1. Use specific coordinates to locate places on maps and globes.	Wr.Geog.	K 1 2 ~~3~~ ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
2. Accept or reject the application of a rule for governing a new situation.	Wr.Geog.	K 1 2 3 ~~4~~ 5 6 ~~7~~ 8 9 10 11 12
3. Question stereotypes which represent an oversimplified or incorrect opinion, attitude or uncritical judgement of individuals, groups, issues, or events.	Am.Hist.	K 1 2 ~~3~~ 4 ~~5~~ 6 ~~7~~ 8 9 10 11 12
4. Transfer learning from one situation to another.		K 1 ~~2~~ 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
5. Apply new information accurately.		All Levels
6. Apply interview skills.		All Levels

		Recommended H. S. Subject	Recommended Grade Level
7.	Formulate, according to the situation, a summary, value, or cause/effect generalization.	Pol.Sci.	All Levels
8.	Obtain and use pertinent information for performing citizenship tasks.	Pol.Sci.	All Levels
9.	Apply generalizations accurately.	Am.Hist.	All Levels
10.	Apply research skills to verify or challenge the validity of rules, laws, principles, generalizations, or decisions.	Wr.Hist.	All Levels
11.	Describe the influence of major world religions on the history of world civilization.	Soc. Wr.Hist. Wr.Geog.	K 1 2 3 4 5 6 7 8 9 10 11 12
12.	Cite examples of the impact of science, technology, and industrialization on the nations of the world.	Geog. FE/Eco. Wr.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
13.	Identify symbols of the United States.		K 1 2 3 4 5 6 7 8
14.	Recognize important historical documents of the United States.	Am.Hist. Govt.	K 1 2 3 4 5 6 7 8 9 10 11 12
15.	Identify the colonial settlements of North America.	Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
16.	Identify colonial possessions of European nations in the western hemisphere.	Wr.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
17.	Identify ethnic and racial groups which have settled in Texas and the United States and give reasons for their migration.	Tx.Hist. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
18.	Explain how European claims to North America influenced the development of Texas and the United States.	Tx.Hist. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12

	Recommended H. S. Subject	Recommended Grade Level
19. Give examples of how mobility affected the historical development of the United States.	Am.Hist.	K 1 2 3 4 [✓ 5] 6 [✓ 7] [✓ 8] 9 10 11 12
20. Explain the causes of the American Revolution.	Am.Hist.	K 1 2 3 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12
21. Describe the significance of civil liberties to the historical development of the United States.	Am.Hist. Pol.Sci.	K 1 2 3 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12
22. Describe the historical growth of the United States through purchase and annexation.	Am.Hist. Pol.Sci.	K 1 2 3 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12
23. Relate how the geography of the United States influenced its patterns of colonization, settlement, and population growth.	Geog. Am.Hist.	K 1 2 [✓ 3] 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12
24. Identify the geographical areas which were added to form the present United States.	Geog.	K 1 2 [✓ 3] 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12
25. Identify the historical sources of the American form of government.	Govt. Pol.Sci.	K 1 2 3 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12
26. Recognize places of historical significance in one's community, state, nation, and the world.	Wr.Geog.	K [✓ 1] 2 3 4 [✓ 5] 6 [✓ 7] 8 9 10 11 12
27. Describe the influence of geography on the direction and flow of American settlement.	Geog.	K 1 2 3 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12
28. Identify the geographical areas which were added to form the United States.	Am.Hist.	K 1 2 3 [✓ 4] [✓ 5] 6 7 [✓ 8] 9 10 11 12
29. Demonstrate a knowledge of place identification at the local, state, national and world levels.	Geog. Wr.Hist.	K 1 2 3 [✓ 4] [✓ 5] [✓ 6] [✓ 7] 8 9 10 11 12

	Recommended H. S. Subject	Recommended Grade Level
30. Know the difference among towns, cities, counties, states, nations, and continents.	Wr.Geog. Am.Hist.	K ~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~ ~~7~~ ~~8~~ 9 10 11 12
31. Locate the continents and major physical and cultural regions of the world.	Wr.Geog.	K 1 2 ~~3~~ ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
32. Explain the concept of region and distinguish among various types of geographic regions.	Wr.Geog.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
33. Identify careers and occupations related to geography.	Wr.Geog.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
34. Identify individuals and groups whose creative efforts and inventions have affected the lives of others.	Am.Hist.	K 1 2 3 4 ~~5~~ ~~6~~ 7 ~~8~~ 9 10 11 12
35. Identify and explain the significance of major personalities in Texas, American, and world history.	Tx.Hist. Am.Hist. Wr.Hist.	K 1 2 3 4 ~~5~~ ~~6~~ ~~7~~ ~~8~~ 9 10 11 12
36. Identify contributions of various ethnic/cultural groups and individuals to the development of Texas and the United States.	Am.Hist.	K 1 2 3 4 ~~5~~ 6 ~~7~~ ~~8~~ 9 10 11 12
37. List changes which may take place in each culture whenever two or more cultures come into contact.	Soc. Wr.Hist.	K ~~1~~ ~~2~~ ~~3~~ 4 5 ~~6~~ 7 8 9 10 11 12
38. Compare and contrast the way people live today with given periods in the past.	Wr.Hist. Am.Hist.	K ~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~ ~~7~~ ~~8~~ 9 10 11 12

Use of techniques such as personal interviews, written essays, polls and questionnaires, including:

104. Uses techniques such as ...

Framing appropriate research questions.
Determining the type and number of respondents to be involved in interviews or surveys.
Determine available resources.
Selecting appropriate method(s) to gather information based on available resources.

The critical evaluation of information, including:

Recognizing the relevance and adequacy of information.
Identifying stated and unstated assumptions.
Identifying biasis in information.
Recognizing errors in logic.
Distinguishing facts from opinions.

	Recommended H. S. Subject	Recommended Grade Level
1. Locate major political, cultural, physical and economic regions of the world on a map or globe.	Wr.Geog. Wr.Hist.	K 1 ~~2~~ 3 4 5 ~~6~~ 7 8 9 10 11 12
IB5. Critically evaluated information		
1. Interpret graphs.	Wr.Geog.	K ~~1~~ 2 3 ~~4~~ 5 6 7 8 9 10 11 12
2. Read and compare maps and globes.	Wr.Geog.	K ~~1~~ 2 3 ~~4~~ 5 6 7 8
3. Interpret social studies information presented in various graphic forms.	Wr.Geog.	K 1 ~~2~~ 3 ~~4~~ 5 6 ~~7~~ 8 9 10 11 12
4. Evaluate the processes and results of decision making.	Pol.Sci.	K 1 2 3 ~~4~~ 5 6 ~~7~~ 8 9 10 11 12
5. Perceive cause-effect relationships.		All Levels
6. Determine the relationship between causes and effects.		K 1 2 3 ~~4~~ ~~5~~ ~~6~~ 7 8 9 10 11 12
7. Draw a conclusion from data and/or statements which support it.		All Levels
8. Verify the validity of the information.	Pol.Sci.	K 1 2 3 ~~4~~ 5 6 7 ~~8~~
9. Differentiate among cause and effect generalizations, summary generalizations, and value generalizations.		K 1 2 3 ~~4~~ ~~5~~ ~~6~~ 7 8 9 10 11 12
10. Form valid generalizations.		All Levels
11. Identify and analyze propaganda techniques.	Govt. FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
12. Identify and analyze hasty generalizations.		All Levels
13. Question the appropriateness or accuracy of generalizations and summaries.	Pol.Sci.	All Levels

	Recommended H. S. Subject	Recommended Grade Level
14. Determine if data supports a hypothesis.	Am.Hist.	All Levels
15. Choose between relevant and irrelevant data.	Am.Hist.	All Levels
16. Distinguish facts from hypotheses.	Pol.Sci.	All Levels
17. Draw inferences from data.		All Levels
18. Recognize common fallacies.	FE/Eco. Govt/Hist.	All Levels
19. Compare and contrast the opinions of others.		All Levels
20. Determine the validity of recorded accounts of past or present human conditions or events.	Wr.Hist.	All Levels
21. Infer, from information about conditions, times, and places in which people live, what their beliefs, values, and activities might be.	Am.Hist. Wr.Hist.	All Levels
22. Identify contradictions in statements.	Am.Hist.	All Levels
23. Interpret and evaluate conflicting issues		All Levels
24. Recognize that interpretations of the past vary according to available data and changing conditions.	Wr.Hist. Am.Hist.	All Levels

Organization of information, including:

Translating information from one form to another.
Indentifying relationships.
Grouping and regrouping information according to given or developed criteria.
Arranging along a continuum.

	Recommended H. S. Subject	Recommended Grade Level
IB6. Organizes information		
1. Classify and label information into categories.		All Levels
2. Identify commonalities among a group of events.		All Levels

Breaking down information into essential components.
Combining elements to form a whole.
Summarizing by stating trends, patterns or key ideas.

Application of information, including:

Exploring multiple alternatives.
Learning by trial and error.
Making inferences based on available evidence.
Developing hypotheses that can be used as the basis of further investigation or action.
Making predictions based on available evidence.
Testing alternatives, conclusions, hypotheses and predictions based on new evidence.
Remaining open to change one's opinions.
Applying learning to new situations.

Making decisions and solving problems, including:

Defining issues and goals.
Identifying criteria on which to base judgements about decision-making and problem-solving.
Identifying and analyzing approaches to decision-making and problem-solving based on criteria.
Selecting an approach that best meets the criteria.
Developing strategies to carry out the approach.

IB7. Makes decisions and solves problems.

	Recommended H. S. Subject	Recommended Grade Level
1. Willingly work with others as a means of solving problems.	Soc/Psy	K **1** **2** **3** 4 5 6 **7** 8 9 10 11 12
2. Apply the strategies of problem-solving when making decisions.	Pol.Sci.	K 1 2 3 **4** 5 6 **7** 8 9 10 11 12
3. Engage in research activities and delay decision-making until ample information is gathered.	Govt. Am.Hist. Wr.Hist.	K 1 2 3 4 5 6 7 **8** 9 10 11 12
4. Propose tentative solutions to problems.		K 1 **2** 3 **4** 5 **6** 7 8 9 10 11 12

		Recommended H. S. Subject	Recommended Grade Level
Applying the approach in making a decision or solving a problem.	5. Use problem-solving skills.	Am.Hist. Wr.Hist.	K 1 ~~2~~ 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
Evaluating results of the decision-making or problem-solving process in light of criteria or consequences.	6. Delay decision-making skills until the dimensions of a problem are known.	Pol.Sci. FE/Eco.	K 1 2 3 ~~4~~ 5 6 ~~7~~ 8 9 10 11 12
Reevaluating the process if goals have not been met or new information is introduced. Reformulating the process based on reevaluation.	7. Understand that solving problems involves cooperation, adaptations, resourcefulness and persistence.		K 1 2 3 ~~4~~ 5 ~~6~~ 7 ~~8~~ 9 10 11 12
Competence and motivation for continuing self-evaluation, self instruction, and adaptation to a changing environment.			
Competence in communication skills.			
Communication in graphic and oral forms, including:	IB8. Communication in graphic and oral forms.		
Choosing the appropriate media to communicate information.	1. Utilize graphs to report data.	Wr.Geog.	K 1 ~~2~~ ~~3~~ 4 5 ~~6~~ 7 ~~8~~ 9 10 11 12
Organizing information to transmit the communication desired.	2. Condense information into valid summaries.	Am.Hist.	K 1 2 3 ~~4~~ 5 6 7 ~~8~~ 9 10 11 12
Matching the level of communicated information with the backgrounds and interests of the audience.	3. Give oral and written reports.		All Levels
	4. Express ideas in an orderly and open manner.	Am.Hist. Wr.Hist.	All Levels
Expressing oneself with consistency, continuity, clarity and conciseness in any given communication.	5. State a point of view and support it.	Pol.Sci. Am.Hist.	All Levels
	6. Explain school policies governing possession, use or sale of illegal drugs.	Pol.Sci. Govt.	All Levels
Attention and response to the expression of others, including:	IB9. Gives attention and responds to the expression of others.		

Paraphrasing what has been heard and obtaining agreement from the speaker that the paraphrasing is correct.
Listening and responding appropriately.
Soliciting clarification from others when needed.
Generating questions that will help organize new data in a meaningful way.
Encouraging others to express themselves.

	Recommended H. S. Subject	Recommended Grade Level
1. Demonstrates concern for the well being of others.	Soc.	All Levels
2. Value open-mindedness, tolerance of differences, and participation as important aspects of democratic behavior.	Soc. Pol.Sci.	All Levels

II. STUDENT DEVELOPMENT: ECONOMIC AND OCCUPATIONAL COMPETENCE

A. Knowledge of the fundamental economic structure and processes of the American system, of the contributions of free enterprise, and of opportunities for individual participation and success in the system.

B. Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post high school training.

C. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

III.CITIZENSHIP AND POLITICAL UNDERSTANDING AND COMPETENCE

A. Knowledge about the United States and Texas system of government and their political subdivisions.

Principles and purposes of the United States, including:

A. Demonstrates an understanding of and interest in the development of the United States.

IIIA1. Understands the principles and purposes of the United States.

Knowing various interpretations of the purposes of the government.
Understanding the basic political principles expressed or inplied in the Declaration of Independence, the Constitution, court decisions and laws.
Knowing historical influences on the development of the governmental system.
Understanding the various interpretations of basic political principles in different periods of United States history.
Identifying similarities and differences between the principles and purposes of the political system in the United States and that in other nations.
Knowing basic historical facts related to the development of the United States.

Organization and operation of the governments in the United States, including:

Understanding the organizational principles of the government.
Understanding the organization and function of the executive, legislative, judicial branches and independent regulatory agencies of the federal government.
Understanding the changing roles of various levels and branches of government.

	Recommended H. S. Subject	Recommended Grade Level
1. Supports basic Constitutional freedoms and be aware fo why such support is important.	Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
2. Respect the principles that underlie the United States Constitution, the Bill of Rights, and the Declaration of Independence.	Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
3. Explain the fundamental principles and ideas of the United States as contained in the Constitution.	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
4. Explain key concepts that underlie democratic political life and citizen participation (e.g. rights, justice, law, compromist).	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
5. Explain the purposes and political philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence.	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
IIIA2. Understands the organization and operation of the governments in the United States.		
1. Describe the function of interest groups in the American political process.	Pol.Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12
2. Explain and give examples of the federal system of checks and balances and separation of powers.	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12

		Recommended H. S. Subject	Recommended Grade Level
Understanding the organization and functions of state and local governments and their relationship to the federal government.			
Political decision making in the United States.	IIIA3. Understands how decisions made by the various branches and levels of government are interdependent.		
Understanding the range and importance of decisions made by the various branches and independent regulatory agencies of the federal government. Understanding the range and importance of decisions made by state and local governments. Understanding how decisions made by the various branches and levels of government are interdependent. Understanding the limits on decision-making powers of the government. Understanding the formal legislative process. Understanding influences on governmental decision-making. Identifying similarities and differences between political decision-making in the United States and decision-making in other nations.	1. Describe the functions of executive, legislative, and judicial branches of government.	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Electoral processes in the United States.	IIIA4. Understands the electoral processes in the United States.		

Understanding voter behavior.
Understanding the role of political parties.
Understanding the role of interest groups.
Understanding how, when and with what qualifications public officials are elected, appointed or nominated.
Understanding how public officials can be removed from office.
Understanding nomination procedures.
Understanding registration and voting procedures.
Comparisons of the electoral process in the United States with that of other countries.

	Recommended H. S. Subject	Recommended Grade Level
1. Explain the functions of political parties.	Pol.Sci. AmHis/Govt	K 1 2 3 4 **5** 6 7 **8** 9 10 11 12
2. Describe the organization of political parties.	Pol.Sci. AmHis/Govt	K 1 2 3 4 **5** 6 7 **8** 9 10 11 12
3. Compare and contrast American political institutions, processes, and values with those of other systems.	FE/Eco. Wr. Hist. AmHis/Govt	K 1 2 3 4 5 **6** 7 **8** 9 10 11 12

Basis and organization of the legal system in the United States.

IIIA5. Understands the basis and organization of the legal system in the United States.

Understanding purposes of law.
Understanding the development of legal and judicial procedures.
Understand how legal and judicial decisions are made.
Understanding how the law limits government action constitutionally.
Understanding the dynamic nature of law.
Understanding the limitations of formal legal processes in settling disputes.
Understanding how conflict in laws or principles are resolved.
Understanding how laws create conflicting moral obligations.

	Recommended H. S. Subject	Recommended Grade Level
1. Recognize law-making bodies as legislative, law-interpreting bodies as judicial and law-enforcing bodies as executive.	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 **5** 6 7 **8** 9 10 11 12
2. Recognize that in the United States there is a particular meaning to equal justice under the law.	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 **5** 6 7 **8** 9 10 11 12

Understanding that the judicial system provides for both public and private justice.
Understanding how laws can be changed.

Rights of individuals in the United States.

Knowing specific constitutional rights and liberties guaranteed in the United States Constitution and state constitutions.
Understanding situations in which rights have been denied to various groups and individuals.
Understanding that an individual's rights may conflict with those of another individual or with the general welfare.
Knowing basic federal, state, and local regulations that protect consumers.

IIIA6. Knows rights of individuals in the United States.

	Recommended H. S. Subject	Recommended Grade Level
1. Identify examples of responsible citizenship.	Govt. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
2. Identify the rights and responsibilities of individuals in the American legal system.	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
3. Identify the rights of a person accused of a crime.	Pol.Sci. AmHis/Govt	K 1 2 3 4 5 6 7 8 9 10 11 12
4. Explain the legal rights and protection afforded juveniles.	Govt.	K 1 2 3 4 5 6 7 8 9 10 11 12
5. Define the terms related to juvenile delinquency (e.g. habitual, age of accountability, probation, parole).	Govt. Soc. Pol.Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12
6. Define terms and procedures related to crime (e.g. felony, misdemeanor, probation).	Govt/Soc Pol.Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12
7. Classify examples of civil liberties.	Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
8. Explain the legal consequences of possessing, using, or selling illegal controlled substances.	Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
9. Give examples of juvenile delinquency as defined in Texas.	Pol.Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12
10. Give examples of how individual rights are limited by constitutional law.	Pol.Sci. AmHis/Govt	K 1 2 3 4 5 6 7 8 9 10 11 12

Actively working for improvement of conditions by applying personal skills.
Participating in government.

IV. ENVIRONMENTAL HEALTH AND ECOLOGICAL BALANCE

A. Knowledge about the requirements of personal hygiene ...

The interrelatedness of human societies, including:

Understanding that the natural environment includes human beings and is an integrated system.
Understanding that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
Understanding that the activities of all human beings affect the earth's environment.

Relationships between people and the natural environment, including:

Understanding the relationship between the location of human activities and the natural environment.
Understanding the influences of the natural environment on human beings.
Understanding influences of the natural environment on the shaping of culture.

IIIA7. Has a commitment to participating in community service and civic improvement.

1. Understands that effective political participation requires an individual's time, effort, and knowledge.

Recommended H. S. Subje	Recommended Grade Level
Govt. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12

- Understanding how societal actions and decisions affect the natural environment.
- Understanding that a natural environment can serve varied needs.
- Recognizing the potential of various societies to use and abuse the natural environment.
- Understanding that human uses of the natural environment are limited.
- Understanding effects of the worldwide limitations of nonrenewable resources.
- Recognizing the costs and benefits of alternative uses of the natural and man-made environment.
- Recognizing major earth relations and natural features.

Awareness of global concerns, including:

- Identifying common concerns of people around the world.

Civil and criminal justice systems in the United States.

- Recognizing the differing functions of the civil and criminal justice systems.
- Knowing individual rights within the criminal justice system.
- Knowing the duties of participants in the court.
- Understanding factors that might affect justice.

Recommended H. S. Subject	Recommended Grade Level

Understanding changing concepts of justice.
Understanding changing concepts of punishment.
Identifying similarities and differences between the justice system in the United States and other justice systems.

B. Competence in judging the merits of comparative political systems and ideologics with emphasis on democratic institutions, the American heritage, the responsibilities and privileges of citizenship, and the comparative merits of candidates for political position.

C. Skills for communicating with public officials at different levels of government.

D. Skills for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.

Commitment of supporting justice and rights of all individuals.

Encouraging ethical and lawful behavior in others.
Complying with local, state, and federal laws.
Opposing unjust or unworkable laws and unjust or incompetent authority by legitimate means.
Defending rights and liberties of all people.
Supporting equal opportunity in areas of life such as politics, education, employment and recreation.

	Recommended H. S. Subject	Recommended Grade Level
IVD1. Has commitment to support justice and rights		
1. Assume individual responsibility for supporting democratic ideas.	Pol.Sci. AmHis/Govt	K ~~1~~ ~~2~~ ~~3~~ 4 ~~5~~ 6 7 8 9 10 11 12
2. Accept the principle of majority rule while respecting minority rights.	Pol.Sci.	K ~~1~~ ~~2~~ ~~3~~ 4 ~~5~~ 6 7 8 9 10 11 12
3. Recognizing that each member of society has personal responsibility to help preserve freedom and rights in a democratic society.	Govt Pol.Sci.	K 1 2 ~~3~~ 4 ~~5~~ 6 7 ~~8~~ 9 10 11 12
4. Explain how individual rights and freedoms are limited by majority rule.	Pol.Sci. AmHis/Gov	K 1 2 ~~3~~ 4 ~~5~~ 6 7 ~~8~~ 9 10 11 12
5. Identify rights contained in the Bill of Rights.	Pol.Sci. AmHis/Gov	K 1 2 3 4 ~~5~~ 6 7 ~~8~~ 9 10 11 12

Commitment to participating in community service and civic improvement.

Recognizing that individual civic action is important.
Recognizing that many issues call for group action in addition to individual actions.
Understanding that the criteria for evaluating concerns may vary from culture to culture.
Understanding possible worldwide effects of decisions made by individuals, communities and nations.
Creating, analyzing and evaluating alternative futures for the world.

	Recommended H. S. Subject	Recommended Grade Level
6. Has an awareness of global concerns.	Wr.Hist. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
7. Recognizes civil and criminal judicial systems in the United States.	Govt. Pol.Sci.	K 1 2 3 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12

V. APPRECIATION OF CULTURE, LANGUAGE, AND LIFE-STYLE DIVERSITIES AND THEIR CORRESPONDING AESTHETIC VALUES.

A. Knowledge of the art, music, literature, drama, and other culturally related forms of various cultural groups and their contributions.

Effective relations with people having different cultural perspectives, including:

Respecting cultural diversity.
Avoiding stereotyping behaviors and attitudes.
Avoiding alienating behaviors and attitudes.
Remaining receptive to communications across cultural lines.

VA1. Has effective relations with people having different cultural perspectives.

	Recommended H. S. Subject	Recommended Grade Level
1. Respect beliefs and values of other cultures.	Soc/Geog Wr.Hist.	K 1 [✓ 2] 3 4 5 [✓ 6] 7 8 9 10 11 12
2. Be aware that some things are valued more in some cultures than in others.	Wr.Hist.	K 1 2 [✓ 3] 4 5 [✓ 6] 7 8 9 10 11 12
3. Demonstrate tolerance toward those of different backgrounds, values, or opinions.	Soc Wr.Hist.	K 1 2 [✓ 3] 4 5 [✓ 6] [✓ 7] [✓ 8] 9 10 11 12

	Recommended H. S. Subject	Recommended Grade Level
4. Give examples of cultural borrowing which reflect the multicultural aspects of the state and nation.		K 1 2 3 4 ~~5~~ 6 ~~7~~ ~~8~~ 9 10 11 12
VA2. Understands the relationship between people and the natural environment.		
1. Act responsibly to protect the environment.	Geog.	K ~~1~~ ~~2~~ ~~3~~ ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
2. Be commited to conserving limited resources.	Geog.	K ~~1~~ 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
3. Recognize the need for sharing scarce resources.	FE/Eco. Wr.Geog.	K 1 ~~2~~ 3 4 5 6 7 ~~8~~ 9 10 11 12
4. Describe the effect of modifications of the environment on the growth and development of world civilizations.	Wr.Hist.	K 1 2 ~~3~~ ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
5. Recognize relationships that exist between individuals, societies, or cultures and their physical environment.	Wr.Geog. Wr.Hist.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
6. Give examples of how diminishing resources relate to change in how people live.	Wr.Geog.	K 1 2 ~~3~~ ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
7. Describe the influence of weather and climate on the living conditions of people.	Wr.Geog.	K ~~1~~ ~~2~~ ~~3~~ ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
8. Explain how people have altered the surface of the earth and describe the results.	Wr.Geog.	K 1 2 ~~3~~ ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
9. Describe the influence of the physical environment on the major cultural regions of the world.	Wr.Geog. Wr.Hist.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12

Objective	Recommended H. S. Subject	Recommended Grade Level
10. Explain the relationship between site, function, and the physical environment.	Wr.Geog. Wr.Hist.	K 1 2 3 **4** 5 **6** 7 8 9 10 11 12
11. Describe the physical, cultural, and economic features of the landscape of Texas.	Tex.Stud.	K 1 2 3 **4** 5 6 **7** 8 9 10 11 12
12. Explain how physical forces shape the surface of the earth.	Wr.Geog.	K 1 2 3 **4** 5 **6** 7 8 9 10 11 12
13. Give examples of how change had affected human and environmental conditions in positive and negative ways.	Wr.Hist. Wr.Geog. Am.Hist.	K 1 2 **3** 4 5 6 **7** 8 9 10 11 12
14. Give examples of how the environment affects the way individuals live.	Wr.Hist. Wr.Geog.	K 1 2 **3** **4** 5 **6** 7 8 9 10 11 12

B. Demonstrate an understanding of and interest in the ways human beings organize, adapt to and change their environment.

Commitment to human rights worldwide, including:

- Knowing some of the historical developments that have contributed to or impeded human rights.
- Showing concern for the well being and dignity of others.
- Understanding statements of basic human rights found in oral tradition and in documents such as constitutions, declarations and treaties.
- Being aware of the differences in the concept of human rights in various parts of the world.
- Understanding the differences between stated and actual human rights in various parts of the world.
- Actively preserving and promoting human rights.

VB1. Has a commitment to human rights worldwide.

Objective	Recommended H. S. Subject	Recommended Grade Level
1. Determine ways one can personally and practically help improve the conditions of others.	Soc Wr.Hist.	K 1 2 **3** 4 5 6 **7** 8 9 10 11 12
2. Be committed to supporting the principles of freedom and recognize threats against them.	Pol.Sci. FE/Eco. Am.Hist.	K 1 2 **3** 4 **5** 6 7 **8** 9 10 11 12
3. Support responsible free speech for everyone, including those who hold opposing views.	Govt Pol.Sci. Am.Hist.	K 1 2 **3** 4 5 6 7 **8** 9 10 11 12

VI. COMPETENCE IN PERSONAL AND SOCIAL RELATIONS

A. Knowledge of basic psychological, sociological, and cultural factors affecting human behavior.

The forces that shape individual human beings, including:

Understanding the effect of heredity and the environment on behavior.
Understanding the nervous system of human beings and its role in behavior.
Understanding common developmental processes that human beings experience.
Understanding the role that individual behavior plays in the behavior of others.

	Recommended H. S. Subject	Recommended Grade Level
VIA1 Understands the forces that shape individual human beings		
1. Recognize the importance of his/her worth.	Soc/Psy	K ~~1~~ ~~2~~ ~~3~~ 4 5 6 ~~7~~ 8
2. Support the belief in the inherent rights of individuals.	Am.Hist.	K 1 2 ~~3~~ 4 ~~5~~ 6 7 ~~8~~ 9 10 11 12
3. Understands how language can be used to influence thoughts, attitudes, and behavior.	Soc Wr. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
4. Understand that cultures are many and varied.	Soc/Geog. Wr.Hist.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
5. Know that family members in all cultures have special functions.	Wr.Hist.	K ~~1~~ ~~2~~ ~~3~~ 4 5 6 7 8 9 10 11 12
6. Give examples of how individuals are constantly changing.	Soc	K 1 ~~2~~ 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
7. Describe how individuals are similar and how they are different.	Soc Wr.Hist.	~~K~~ ~~1~~ ~~2~~ ~~3~~ 4 5 ~~6~~ 7 8 9 10 11 12
8. Explain how heredity and environment contributes to individual differences.	Soc Wr.Geog.	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12

The organization of human societies, including:

Identifying the variety of institutions and groups people form and the functions of these institutions and groups.

	Recommended H. S. Subject	Recommended Grade Level
VIA2. Understands the organization of human societies.		
1. Regard self as a contributing member of society.	Soc	K ~~1~~ ~~2~~ ~~3~~ 4 5 6 ~~7~~ 8 9 10 11 12

Understanding why human beings form institutions and groups(e.g. mutual interests, needs, beliefs and values).
Understanding the relationships among institutions, groups and individuals.
Understanding the changing nature of institutions and groups over time.

	Recommended H. S. Subject	Recommended Grade Level
2. Be aware that individual and group actions are influenced by moral, ethical and spiritual values.	Soc Wr.Hist.	K 1 **2** 3 **4** 5 6 7 8 9 10 11 12
3. Acknowledge the need for individuals to work if a society is to function effectively.	FE/Eco.	K 1 2 **3** **4** 5 6 **7** **8** 9 10 11 12
4. Recognize the need to finish assigned tasks.		All Levels
5. Recognize the necessity for rules, and how rules function in families, schools, and political systems.	Pol.Sci.	All Levels
6. Identify executive authority roles on the community, state, and national levels.	Pol.Sci. AmHis/Gov	K 1 2 3 4 5 6 7 8 9 10 11 12
7. Explain the functions of bureaucracies in the governmental process.	Pol.Sci. AmHis/Gov	K 1 2 3 4 5 6 7 **8** 9 10 11 12
8. Explain the difference between direct and representative democracy.	Pol.Sci. AmHis/Gov	K 1 2 3 4 **5** 6 7 **8** 9 10 11 12
9. Describe the consequences of people (a) changing from hunting and gathering to herding and farming and (b) trading surpluses.	Wr.Hist.	K 1 2 3 4 5 **6** 7 8 9 10 11 12
10. Describe the functions of religion in a society.	Soc Wr.Hist.	K 1 2 3 **4** 5 **6** 7 8 9 10 11 12
11. Explain how specific societal institutions carry out the basic functions of society (e.g. church, school, family).	Soc	K **1** **2** **3** 4 5 **6** 7 8 9 10 11 12
12. Illustrate various ways of determining status in a culture.	Soc Wr.Hist.	K 1 2 3 4 5 **6** 7 8 9 10 11 12

Relationships between individuals and groups, including:

VIA3. Understands the relationship between individuals and groups.

Understanding how individuals perceptions and actions are influenced by the values and behavior patterns of groups with which individuals identify.
Recognizing that there are important values and behaviors that develop outside of the influences of the group.
Identifying the variety of roles one can have within a group.
Understanding that the roles within a group may be assigned or achieved.
Understanding reasons why there are different roles within groups.
Understanding that multiple loyalties and responsibilities result from belonging to a variety of groups.
Understanding the importance of self-confidence and self-worth in carrying out responsibilities within groups.
Recognizing that individuals may have different roles in different groups.
Understanding the possible advantages and disadvantages of belonging to a variety of groups.
Understanding the use of measures such as incentives, threats, acceptance, rejection, sanctions and rewards by groups.
Understanding the decision-making processes used by groups.
Understanding the way different groups react to similar social issues.

	Recommended H. S. Subject	Recommended Grade Level
1. Be aware of how societal values affect individual beliefs and values.	Soc	K 1 2 3 ~~4~~ 5 ~~6~~ 7 8 9 10 11 12
2. Accept the necessity for self-restraint in personal behavior.		All Levels
3. Work cooperatively with others.		All Levels
4. Recognize that some groups, such as the family, are permanent in nature.	Soc	K ~~1~~ ~~2~~ ~~3~~ 4 5 6 ~~7~~ 8 9 10 11 12
5. Know that individuals belong to a variety of groups for different reasons.	Soc.	K ~~1~~ ~~2~~ ~~3~~ 4 5 6 ~~7~~ 8 9 10 11 12

Relationships among groups, including:

Understanding ways groups are interdependent.
Understanding ways that groups cooperate.
Understanding ways that groups compete.
Understanding types of conflict between groups.
Understanding ways that groups resolve conflict.
Understanding the ways that people are interrelated:

a. ecologically
b. economically
c. politically
d. socially
e. technologically
f. historically

VIA4. Understand the relationship among groups.

1. Describe the nature of authority in the family and in society.

Recommended H. S. Subject	Recommended Grade Level
Soc.	K 1 2 3 4 5 6 7 8 9 10 11 12

B. Skills in interpersonal and group relations, and information of ethical and moral standards of beharior.

Interaction in groups in various capacities, including:

Expressing a willingness to interact with others in a group.
Appreciating the value of individual and group efforts in approaching a task.
Recognizing divergent roles within a group.
Recognizing emotions operating within a group and allowing for their expression.
Recognizing and permitting the expression of different values, beliefs and ideas in a group.

VIB1. Interacts in groups in various capacities

1. Undertakes personal leadership in groups and accept the leadership of others.
2. Formulate rules for governing self and small groups.
3. Contribute to group decisions.
4. Fulfill their responsibilities in whatever groups they participate.
5. Recognize the individual's role in the formation of group decisions.

Recommended H. S. Subject	Recommended Grade Level
Soc. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
	All Levels
	All Levels
	All Levels
	All Levels

		Recommended H. S. Subject	Recommended Grade Level
Resisting group pressure to agree when agreement is contrary to personal values. Helping group members express individual ideas and opinions in order to discover areas of possible agreement.	6. Recognize authority bases and apply leading and following skills accordingly.		All Levels
C. Competence for adjusting to changes in personal status and social patterns.			
D. Development of a self-image that builds self-concepts of a positive nature.			
	VIC Demonstrates an understanding of individual development and the skills necessary to communicate with others.		
Examination of personal beliefs, values and behaviors, including:	VID1. Examines individual beliefs, values and behaviors.		
Identifying personal beliefs, values and behaviors, and those of other persons such as family members and peers. Recognizing conflict in beliefs, values and behaviors. Understanding the relationships between personal beliefs, values and behaviors and the beliefs, values and behaviors of others.	1. Consider his/her values as well as those of others when making political decisions 2. Believe in the freedom of individuals to choose and change jobs.	Soc. Govt. FE/Eco.	K 1 2 3 4 5 6 7 8 **9** **10** **11** **12** K 1 **2** 3 4 5 **6** 7 8 9 10 11 12
Demonstration of personal development, including:	VID2. Demonstrates individual development		
Identifying ways to develop that will result in feelings of self-worth.	1. Contribute to the accomplishment of tasks.		All Levels

Identifying criteria for judging personal goals.
Identifying possible consequences of personal goals.
Carrying out personal goals in accordance with one's values and needs without infringing on the rights of others.

	Recommended H. S. Subject	Recommended Grade Level
2. Adhere to good work habits.		All Levels
3. Recognize the need and value of all honest work.	FE/Eco.	All Levels
4. Encourage others in the work they are pursuing.		All Levels
5. Recognize that work gives meaning and direction to an individual's life.	FE/Eco.	All Levels
VID3. Understands the relatedness of human societies.		
1. Accept responsibility for his/her actions		All Levels
2. Respect the rights of others relative to religious beliefs and practices.	Wr.Hist.	K 1 2 3 4 ~~5~~ 6 ~~7~~ ~~8~~ 9 10 11 12
3. Be ethical in dealing with others.	Soc. Pol.Sci.	All Levels
4. Respect the laws of one's society and work responsibly to change laws which one judges to be unjust.	Govt. Pol.Sci.	K 1 2 3 4 ~~5~~ 6 ~~7~~ 8 9 10 11 12
5. Define and give examples of crime.	Pol.Sci/Gov	K 1 2 ~~3~~ 4 ~~5~~ 6 ~~7~~ 8
6. Identify the important holidays celebrated in Texas and the United States.		~~K~~ ~~1~~ ~~2~~ ~~3~~ 4 ~~5~~ 6 ~~7~~ 8 9 10 11 12
7. Identify special holidays in Texas and the United States and explain their connection with cultural, racial and ethnic groups.		K 1 2 3 ~~4~~ ~~5~~ 6 ~~7~~ 8 9 10 11 12
8. Give examples of international conflicts in which the United States has been involved.	Pol.Sci. Am.Hist. Wr.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12

		Recommended H. S. Subject	Recommended Grade Level
9.	Recognize conflict as a part of history, and explain various means in which conflicts have been resolved.	Wr.Hist. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
10.	Explain the different political systems that exist.	Pol.Sci. Hist/Govt.	K 1 2 3 4 [✓ 5] 6 7 [✓ 8] 9 10 11 12
11.	Give examples of the interrelated causes of the rise and decline of early societies	Wr.Hist. Am.Hist.	K 1 2 3 4 5 [✓ 6] 7 8 9 10 11 12
12.	Identify major world cultures and explain similarities and differences among these cultures.	Soc Wr.Hist.	K 1 2 3 4 5 [✓ 6] 7 8 9 10 11 12
13.	Give reasons why population is concentrated in certain areas of the world.	Soc. Wr.Hist.	K 1 2 3 [✓ 4] 5 [✓ 6] 7 8 9 10 11 12
14.	Identify and describe the major cultural regions of the world.	Wr.Geog. Wr.Hist.	K 1 2 3 [✓ 4] 5 [✓ 6] 7 8 9 10 11 12
15.	Describe the forces that promote interdependence within a geographic region and among regions.	Wr.Geog. Am.Hist.	K 1 2 [✓ 3] [✓ 4] 5 [✓ 6] 7 8 9 10 11 12
16.	Explain that change varies among cultures and depends on geographic, economic, political and cultural conditions.	Am.Hist. Wr.Hist. Wr.Geog.	K 1 2 [✓ 3] 4 5 [✓ 6] 7 8 9 10 11 12
17.	Give examples of how culture provides for the basic needs of the members of a culture.	Soc Wr.Hist.	K 1 [✓ 2] [✓ 3] 4 5 [✓ 6] 7 8 9 10 11 12
18.	Understand that all cultural systems consists of a series of ideas and patterns of behavior.	Soc Wr.Hist. Wr.Geog.	K 1 2 3 [✓ 4] 5 [✓ 6] 7 8 9 10 11 12
19.	Describe the structure of government at the local, state and federal levels.	Pol.Sci. AmHis/Gov	K 1 2 3 4 [✓ 5] 6 [✓ 7] 8 9 10 11 12

Practical Considerations for Using the

OSSI INSTRUCTIONAL MANAGEMENT SYSTEM

Each of the essential student objectives in social studies from the Texas Education Agency is included in the OSSI Instructional Management System. The objective sheets are listed by grade level (K-8) and subject area (9-12). The individual with responsibility for curriculum development will probably want to keep the master scope and sequence pages intact. Each school district will, however, need to reproduce the appropriate objective pages for each teacher, K-8 and the social studies teachers in grades 9-12.

Remember that the scope and sequence can be modified to fit your school. However, if you alter the scope and sequences pages, you will also need to alter the objective sheets for the teacher packets. For example, if you change the recommended grade level of student objective IA1.1 listed on the scope and sequence, from grades 6 and 8, to grades 5 and 7, then you need also to change the grade level designation on the management system sheet for IA1.1.

Activities are frequently tied to Barth's Elementary and Middle School Social Studies Curriculum Program, Activities, and Materials, 1981. This book contains activities by grade level which can be easily disseminated to teachers. Copies of the book can be obtained from:

1) Region VII Education Service Center
P.O. Box 1622
Kilgore, Texas 75662
Attn: Project OSSI

or

2) University Press of America, Inc.
4710 Auth Place, S.E.
Washington, D.C. 20023
James L. Barth
Elementary and Middle School
Social Studies Curriculum Program, Activities and Materials
University Press of America, 1979

Other abbreviations and sources you may encounter include:

Aurora Public Schools
1025 Peoria Street
Aurora, Colorado 80111

Center for Teaching International Relations - CTIR
Graduate School of International Studies
University of Denver
Denver, Colorado 80208

Citizen Me Curriculum K-8
Harris County Department of Education
6515 Irvington
Houston, Texas 77022

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, Florida 33709

National Council for the Social Studies - NCSS
3615 Wisconsin Avenue, N.W.
Washington, D.D. 20016

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

Social Science Education Consortium - SSEC
855 Broadway
Boulder, Colorado 80302

Social Studies School Service - SSSS
Box 802
Culver City, California 90230

Texas Bureau for Economic Understanding - TBEU
611 Tyan Plaza Drive
Suite 1139
Arlington, Texas 76012

Texas Education Agency - TEA
201 East 11th Street
Austin, Texas 78701

UNICEF
U.S. Committee for UNICEF
331 East 38th Street
New York, New York 10016

KINDERGARTEN

IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.30
IB3.37
IB3.38
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.1
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IVD1.1
IVD1.2
VA2.1
VA2.7
VIA1.1
VIA1.7
VIA2.1
VIA2.4
VIA2.5
VIA2.11
VIA3.2
VIA3.3
VIA3.4
VIA3.5
VIA4.1
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3
VID3.6

FIRST GRADE

IA2.8
IA2.16
IB1
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.13
IB3.26
IB3.30
IB3.37
IB3.38
IB5.1
IB5.2
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13

IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.1
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IVD1.1
IVD1.2
VA2.1
VA2.2
VA2.7

VIA1.1
VIA1.5
VIA1.7
VIA2.1
VIA2.4
VIA2.5
VIA2.11
VIA3.2
VIA3.3
VIA3.4
VIA3.5
VIA4.1
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3
VID3.6

SECOND GRADE

IA2.39
IA2.42
IA2.47
IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.4
IB3.5
IB3.6
IB3.7
0B3.8
0B3.9
IB3.10
IB3.13
IB3.14
IB3.30
IB3.37
IB3.38
IB4.1
IB5.3
IB5.5
IB5.7
IB5.10

I35.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.1
IB7.4
IB7.5
IB8.1
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2

IIIA1.1
IIIA1.2
IIIA6.1
IIIA7.1
IVD1.1
IVD1.2
VA1.1
VA2.1
VA2.2
VA2.7
VIA1.1
VIA1.5
VIA1.6
VIA1.7
VIA2.1
VIA2.2
VIA2.4
VIA2.5
VIA2.11
VIA3.2
VIA3.3
VIA3.4
VIA3.5
VIA4.1
VIB1.2

VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID1.2
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3
VID3.6
VID3.17

THIRD GRADE

IA2.3
IA2.4
IA2.5
IA2.6
IA2.7
IA2.15
IA2.16
IA2.17
IA2.18
IA2.26
IA2.27
IA2.29
IA2.34
IA2.42
IB1.
IB2.1
IB2.2
IB2.4
IB2.5
IB2.6
IB3.1
IB3.3
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.13
IB3.23
IB3.24
IB3.25
IB3.30
IB3.31
IB3.37
IB3.38
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.1
IB8.1
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IIIA1.2
IIIA6.2
IIIA7.1
IVD1.1
IVD1.2
IVD1.3
IVD1.4
VA1.2
VA1.3
VA2.1
VA2.4
VA2.6
VA2.7

VA2.8
VA2.13
VA2.14
VB1.1
VB1.2
VB1.3
VIA1.1
VIA1.2
VIA1.5
VIA1.7
VIA2.1
VIA2.3
VIA2.4
VIA2.5
VIA2.11
VIA3.2
VIA3.3
VIA3.4
VIA3.5
VIA4.1
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3
VID3.5
VID3.6
VID3.15
VID3.16
VID3.17

FOURTH GRADE

IA2.1
IA2.4
IA2.5
IA2.6
IA2.11
IA2.12
IA2.13
IA2.14
IA2.19
IA2.20
IA2.21
IA2.22
IA2.23
IA2.24
IA2.25
IA2.26
IA2.27
IA2.37
IA2.38
IA2.40
IA2.44
IA2.45
IB1.
IB2.1
IB2.2
IB2.3
IB2.4
IB2.5
IB2.6
IB3.1
IB3.2
IB3.4
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.28
IB3.29
IB3.30
IB3.31
IB3.32
IB3.33
IB3.38
IB5.1
IB5.2
IB5.3
IB5.4
IB5.5
IB5.6
IB5.7
IB5.8
IB5.9
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.2
IB7.4
IB7.5
IB7.6
IB7.7

IB8.2
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
VA2.1
VA2.2
VA2.4
VA2.5
VA2.6
VA2.7
VA2.8
VA2.9
VA2.10
VA2.11
VA2.12
VA2.14
VIA1.4
VIA1.6
VIA1.8
VIA2.2
VIA2.3
VIA2.4
VIA2.5
VIA2.10
VIA3.1
VIA3.2
VIA3.3
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3
VID3.7
VID3.13
VID3.14
VID3.15
VID3.18

FIFTH GRADE

IA1.2
IA1.3
IA2.2
IA2.7
IA2.8
IA2.18
IA2.28
IA2.39
IA2.43
IA2.48
IB1.
IB2.1
IB2.2
IB2.3
IB2.4
IB2.5
IB2.6
IB3.3
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.13
IB3.14
IB3.15
IB3.16
IB3.17
IB3.18
IB3.19
IB3.20
IB3.21
IB3.22
IB3.23
IB3.24
IB3.25
IB3.26
IB3.27
IB3.28
IB3.29
IB3.30
IB3.34
IB3.35
IB3.36
IB3.38
IB5.5
IB5.6
IB5.7
IB5.9
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IIIA1.1
IIIA1.2
IIIA1.3

IIIA1.4
IIIA1.5
IIIA2.1
IIIA2.2
IIIA3.1
IIIA4.1
IIIA4.2
IIIA4.3
IIIA5.1
IIIA5.2
IIIA6.1
IIIA6.2
IIIA6.3
IIIA6.4
IIIA6.5
IIIA6.6
IIIA6.7
IIIA6.10
IIIA7.1
IVD1.1
IVD1.2
IVD1.3
IVD1.4
IVD1.5
IVD1.7
VA1.2
VA1.4
VB1.2
VIA2.4
VIA2.5
VIA2.8
VIA3.2
VIA3.3
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.2
VID3.3
VID3.4
VID3.5
VID3.6
VID3.7
VID3.10
VID3.19

SIXTH GRADE

IA1.1
IA2.1
IA2.3
IA2.14
IA2.15
IA2.17
IA2.22
IA2.23
IA2.24
IA2.25
IA2.26
IA2.29
IA2.33
IA2.44
IA2.45
IA2.46
IB1.
IB2.1
IB2.2
IB2.3
IB2.4
IB2.5
IB2.6
IB3.1
IB3.4
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.11
IB3.12
IB3.29
IB3.30
IB3.31
IB3.32
IB3.33
IB3.34
IB3.35
IB3.37
IB3.38
IB4.1
IB5.5
IB5.6
IB5.7
IB5.9
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.4
IB7.5
IB7.7
IB8.1
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IIIA4.3
IIIA6.1

VA1.1
VA1.2
VA1.3
VA2.1
VA2.2
VA2.4
VA2.5
VA2.6
VA2.7
VA2.8
VA2.9
VA2.10
VA2.12
VA2.14
VIA1.4
VIA1.6
VIA1.7
VIA1.8
VIA2.4
VIA2.5
VIA2.9
VIA2.10
VIA2.11
VIA2.12
VIA3.1
VIA3.2
VIA3.3
VIA4.1
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID1.2
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3
VID3.11
VID3.12
VID3.13
VID3.14
VID3.15
VID3.16
VID3.17
VID3.18

SEVENTH GRADE

IA1.2
IA2.9
IA2.19
IA2.20
IA2.21
IA2.27
IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.2
IB3.3
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.17
IB3.18
IB3.19
IB3.26
IB3.29
IB3.30
IB3.35
IB3.36
IB3.38
IB5.3
IB5.4
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.1
IB7.2
IB7.6
IB8.3
IB8.4
IB8.4
IB8.5
IB9.1
IB9.2
IIIA6.3
IIIA6.4
IIIA6.5
IIIA6.7
IIIA6.8
IIIA6.9
VA1.3
VA1.4
VA2.11
VA2.13
VB1.1
VIA1.1
VIA2.1
VIA2.3
VIA2.4
VIA2.5
VIA3.2
VIA3.3

VIA3.4

VIA3.5

VIB1.2

VIB1.3

VIB1.4

VIB1.5

VIB1.6

VID2.1

VID2.2

VID2.3

VID2.4

VID2.5

VID3.1

VID3.2

VID3.3

VID3.4

VID3.5

VID3.6

VID3.7

VID3.19

EIGHTH GRADE

IA1.1
IA1.2
IA1.3
IA2.2
IA2.10
IA2.28
IA2.33
IA2.35
IA2.36
IA2.43
IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.14
IB3.15
IB3.16
IB3.17
IB3.18
IB3.19
IB3.20
IB3.21
IB3.22
IB3.23
IB3.24
IB3.25
IB3.27
IB3.28
IB3.30
IB3.34
IB3.35
IB3.36
IB3.38
IB5.5
IB5.7
IB5.8
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.3
IB7.7
IB8.1
IB8.2
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IIIA1.1
IIIA1.2
IIIA1.3
IIIA1.4
IIIA1.5
IIIA2.1

IIIA2.2
IIIA3.1
IIIA4.1
IIIA4.2
IIIA4.3
IIIA5.1
IIIA5.2
IIIA6.1
IIIA6.2
IIIA6.5
IIIA6.6
IIIA6.8
IIIA6.10
IIIA7.1
IVD1.3
IVD1.4
IVD1.5
IVD1.7
VA1.3
VA1.4
VA2.3
VB1.2
VB1.3
VIA1.2
VIA2.3
VIA2.4
VIA2.5
VIA2.7
VIA2.8
VIA3.2
VIA3.3
VIB1.1
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.2
VID3.3
VID3.10

AMERICAN HISTORY

IA1.1
IA1.2
IA1.3
IA2.28
IA2.32
IA2.33
IA2.34
IA2.36
IA2.42
IA2.43
IA2.45
IA2.47
IA2.48
IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.14
IB3.15
IB3.17
IB3.18
IB3.19
IB3.20
IB3.21
IB3.22
IB3.23
IB3.28
IB3.30
IB3.34
IB3.35
IB3.36
IB3.38
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.3
IB7.5
IB8.2
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IIIA1.1
IIIA1.2
IIIA1.3
IIIA1.4
IIIA1.5
IIIA2.2
IIIA3.1
IIIA4.1
IIIA4.2

IIIA4.3
IIIA5.1
IIIA5.2
IIIA6.1
IIIA6.2
IIIA6.3
IIIA6.7
IIIA6.8
IIIA6.10
IIIA7.1
IVD1.1
IVD1.4
IVD1.5
IVD1.6
VA2.13

VB1.2
VB1.3
VIA1.2
VIA2.4
VIA2.5
VIA2.6
VIA2.7
VIA2.8
VIA3.2
VIA3.3
VIB1.1
VIB1.2
VIB1.3
VIB1.4
VIB1.5

VID1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3
VID3.3
VID3.8
VID3.9
VID3.10
VID3.11
VID3.15
VID3.16
VID3.19

FREE ENTERPRISE

IA2.1
IA2.2
IA2.3
IA2.5
IA2.6
IA2.7
IA2.8
IA2.10
IA2.11
IA2.12
IA2.13
IA2.14
IA2.15
IA2.20
IA2.21
IA2.22'
IA2.23
IA2.24
IA2.25
IA2.29
IA2.30
IA2.31
IA2.32
IA2.33
IA2.34
IA2.35
IA2.36
IA2.37
IA2.38
IA2.39
IA2.40
IA2.41
IA2.42
IA2.43
IA2.44
IA2.45
IA2.46
IA2.47
IA2.48
IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.12
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.6
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1

IB9.2
IIIA4.3
VA2.3
VB1.2
VIA2.3
VIA2.4
VIA2.5
VIA3.2
VIA3.3
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID1.2
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3

GOVERNMENT/POLITICAL SCIENCE

IA2.9
IA2.32
IA2.35
IA2.39
IA2.47
IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.14
IB3.21
IB3.22
IB3.25
IB5.4
IB5.5
IB5.7
IB5.8
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.2
IB7.3
IB7.6
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IIIA1.1
IIIA1.2
IIIA1.3
IIIA1.4
IIIA1.5
IIIA2.1
IIIA2.2
IIIA3.1
IIIA4.1
IIIA4.2
IIIA4.3
IIIA5.1
IIIA5.2
IIIA6.1
IIIA6.2
IIIA6.3
IIIA6.4
IIIA6.5
IIIA6.6
IIIA6.7
IIIA6.8
IIIA6.9
IIIA6.10
IIIA7.1
IVD1.1
IVD1.2

IVD1.3

IVD1.4

IVD1.5

IVD1.7

VB1.2

VB1.3

VIA2.4

VIA2.5

VIA2.6

VIA2.7

VIA2.8

VIA3.2

VIA3.3

VIB1.2

VIB1.3

VIB1.4

VIB1.5

VIB1.6

VID1.2

VID2.1

VID2.2

VID2.3

VID2.4

VID2.5

VID3.1

VID3.3

VID3.4

VID3.5

VID3.8

VID3.10

VID3.19

PSYCHOLOGY

IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.1
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
VIA1.1
VIA2.4
VIA2.5
VIA3.2
VIA3.3
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3

SOCIOLOGY

IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.11
IB3.37
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.1
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IIIA6.5
IIIA6.6
VA1.1
VA1.3
VB1.1
VIA1.1
VIA1.3
VIA1.4
VIA1.6
VIA1.7
VIA1.8
VIA2.1
VIA2.2
VIA2.4
VIA2.5
VIA2.10
VIA2.11
VIA2.12
VIA3.1
VIA3.2
VIA3.3
VIA3.4
VIA3.5
VIA4.1
VIB1.1
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID1.1
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1

VID3.3

VID3.12

VID3.13

VID3.17

VID3.18

TEXAS HISTORY

IA2.9
IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.17
IB3.18
IB3.35
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
VA2.11
VIA2.4
VIA2.5
VIA3.2
VIA3.3
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.3

WORLD GEOGRAPHY

IA2.4
IA2.26
IA2.17
IB1.
IB2.1
IB2.2
IB2.3
IB2.4
IB2.5
IB2.6
IB3.1
IB3.2
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.11
IB3.12
IB2.23
IB3.24
IB3.26
IB3.27
IB3.29
IB3.30
IB3.31
IB3.32
IB3.33
IB4.1
IB5.1
IB5.2
IB5.3
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB8.1
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
VA1.1
VA2.1
VA2.2
VA2.3
VA2.5
VA2.6
VA2.7
VA2.8
VA2.9
VA2.10
VA2.12
VA2.13
VA2.14
VIA1.4
VIA1.8
VIA2.4
VIA2.5
VIA3.2
VIA3.3

VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6
VID2.1
VID3.1
VID3.3
VID3.14
VID3.15
VID3.16
VID3.18

WORLD HISTORY

IA1.3
IB1.
IB2.1
IB2.4
IB2.5
IB2.6
IB3.5
IB3.6
IB3.7
IB3.8
IB3.9
IB3.10
IB3.11
IB3.12
IB3.16
IB3.29
IB3.35
IB3.37
IB3.38
IB4.1
IB5.5
IB5.7
IB5.10
IB5.12
IB5.13
IB5.14
IB5.15
IB5.16
IB5.17
IB5.18
IB5.19
IB5.20
IB5.21
IB5.22
IB5.23
IB5.24
IB6.1
IB6.2
IB7.3
IB7.5
IB8.3
IB8.4
IB8.5
IB8.6
IB9.1
IB9.2
IVD1.5
VA1.1
VA1.2
VA1.3
VA2.3
VA2.4
VA2.5
VA2.9
VA2.10
VA2.13
VA2.14
VB1.1
VIA1.3
VIA1.4
VIA1.5
VIA1.7
VIA2.2
VIA2.4
VIA2.5
VIA2.9
VIA2.10
VIA2.12
VIA3.2
VIA3.3
VIB1.2
VIB1.3
VIB1.4
VIB1.5
VIB1.6

VID2.1
VID2.2
VID2.3
VID2.4
VID2.5
VID3.1
VID3.2
VID3.3
VID3.8
VID3.9
VID3.10
VID3.11
VID3.12
VID3.13
VID3.14
VID3.16
VID3.17
VID3.18

Objective and Code: IA1.1

Value contributions of racial and ethnic groups to the American heritage.

Grade Level:

American History, 6, 8, World History

Instructional Materials

Films

CC 535 E	American Enterprise: People
AC 3304 Y	Meet the Negro Texan-Negro Achievement
BB 3305 I	Martin Luther King (I Had a Dream)
BC 3232 V	Johnny from Fort Apache
AC 6200 G	Black People in the Slave South
CC 3367 C	Ben-Gurion: One Place One People
AC 6200 F	Harlem in the Twenties
CC 3229 K	Hawaii Revisited

Printed Materials

730607	The Mexicans in America
730608	The Puerto Ricans in America

Instructional Kits

631084	Negro Folkmusic of Africa and America
------	Minorities have Made America Great

Additional Materials

"Teaching the Black Experience in the United States" Social Education November/December, 1980, pp. 622-624

Asian Culture Activities - Social Education, February 1978, pp. 144-147.

Vocabulary and Map Location Lesson - Social Education, October, 1977 p. 465.

Case Study on Hawaii - Social Education, February, 1981, pp. 109-120.

Story of a Hero (Salad in from Iraq) Social Education- April, 1980, p. 313

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1,3,5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.

Activities

1. Teaching About Cultural Awareness - Center for Teaching International Relations
2. Resource and Conflict - Harris County Department of Education - Houston, Texas
3. Teaching About Ethnic Conflict-Center for Teaching International Relations
4. UNICEF Materials

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Unit 2, Chapters 8-9

Additional Materials

Simulation of Immigrants - Social Education - January 1980, pp. 22-24.

Simulation on Public Support of Public Schools - Social Education, January , 1980, pp. 28-31.

Materials for Lessons/Activities on Hispanics - Social Education, February, 1979 pp. 101-116.

Evaluation Items:

Directions: The following list of sentences expresses various attitudes toward an ethnic group . Please read each of the statements below and indicate your feelings about the statement by placing an (X) in the column which most closely matches your reaction. Your answers will remain anonymous. The letters at the top of the columns mean:

SA - strongly agree
A - agree
U - undecided
D - disagree
SD - strongly disagree

I think (list cultural groups) .

	SA	A	U	D	SD
1. have too many irritating habits and manners.					
2. are similar in behavior to other people.					
3. have superior athletic ability.					
4. will seek to exploit others.					
5. must be dealt with forcefully since democratic procedures will never make them behave properly.					
6. tend to keep to themselves and are suspicious of others.					
7. usually meddle too much and interfere with other people's business.					
8. are generally tolerant of other people.					
9. are usually intolerant of other people and new ideas.					
10. often lack initiative and dependability.					
11. are extremely ambitious, capable and intelligent					
12. are lazy and ignorant.					

Objective and Code: IA1.2

Describe the multicultural nature of the discovery, exploration, and settlement of Texas and the U.S.

Grade Level: 5,7,8, Texas History, American History

Instructional Materials

Films

BC 3326 D	Desota: A Legacy of a Legend
BC 3324 B	English and Dutch Explorers
AB 3305	Colonial Expansion
BC 3334 M	Early French Settlements
BC 3304 B	Story of Christopher Columbus
BC 3333 C	Early Discoveries
BC 3251	Spanish Influence in the U.S.
BC 3324 A	Beginnings of Exploration

Filmstrips

630703	American Cowboy
630767	Cowboy of Many Nations
AV 631258	Famous American Explorers
33-28 B	Exploration of Texas
33-23 F	Americans Settle in Texas
-------	Explorers of the New World Series
-------	What is a Texan? Institute of Texan Culture
-------	Panna Maria - Institute of Texan Culture

Printed Materials

630973	Many Texans
------	Teaching About Ethnic Conflict Center for Teaching International Relations, University of Denver, Denver, Colorado 80208

Instructional Kits

630584	Building America

Textbook Helps:

American:	Grade 5, Chapter 2, p. 42, Chapter 4, p. 104.
Laidlaw:	Grade 5, Chapter 5, pp. 94-114 Chapter 6, pp. 115-129, Chapter 7, pp. 130-145.
Harcourt:	Grade 5, Chapter 2, p. 74, Chapter 5, p. 110.
Follett:	Grade 5, Chapter 2, p. 41, Chapter 4, p. 85.

Activities

1. Locate on a map of Texas the routes of four Spanish and one French explorers. (Coronado, Cabeza de Vaca, Pinedo, Moscoso, and La Salle.)
2. Make a project such as a poster, model of a ship, etc.
3. Make a chart containing the following information: Explorers, nationality, area of exploration, failure or success.
4. Make a chart containing the following information: Settlements, nationality, location, failure or success.
5. Using a road map, locate geographic places and names that can be attributed to various ethnic groups.

TEXTBOOK HELPS:

Houghton-Mifflin:	Grade 5, Chapter 2, pp. 106-151.
Scott Foresman:	Grade 5, Chapter 6, p. 72, Chapter 7, p. 83, Chapter 8, p. 98.
Ginn:	Grade 5, Unit 1, pp. 8-31.
Bowmar-Nobel:	Grade 5, Unit 2.
Scholastic:	Grade 5, Unit 1, Chapters 4-5, pp. 52-80, Unit 2, Chapter 6, pp. 90-101, Unit 2, Chapter 7, pp. 102-115.

Evaluation Items:

1. Beside the name of each area, match the name of the country that settled there.

A Florida
B Louisiana
C New York
D Massachusetts
A California
A Texas

A. Spanish
B. French
C. Dutch
D. English

True or False

T 2. France's chief objective was to promote trade.

T 3. Florida was influenced by the Spanish who settled there.

F 4. The country who sponsored most of the exploration and settlements was Italy.

5. Which of the following was not an Indian group that had a highly organized and complex culture?

X a. Apache
__ b. Mayas
__ c. Incas

6. Valley Forge was to the colonist as the Alamo was to the Texans.

Objective and Code: IA1.3

Explain how social movements usually cause changes in a society.

Grade Level: 5, 8, World History, American History

Instructional Materials

Films

BB 3305 I	Martin Luther King(I Had a Dream)
WF 013	The Other Half of the Sky -- China Memoir
WF 022	Changes Images
BC 3200 P	ERO Draft, Modern Vol. Army
BC 3204 B	Trends
WS 610 R	Women's Work: America 1620-1920
CC 3315 B	Celebrating A Century
---------	U.S. in the Twentieth Century
---------	Look of America 1750-1800

Filmstrips

WYT 114 R	Coming of Age in the Seventies: the new Careers, the new Values, the new Lifestyles

Printed Materials

---------	The Rights of Women-S. Feldman
---------	Black Women's Liberation - M. Williams and D. Newman - Pathfinder Press

Instructional Kits

------	Resources and Culture - Harris County Department of Education Houston, Texas

Additional Materials

Social Change Lesson using Postage Stamps - Social Education, November/December, 1977, pp. 626-628.

Lessons on Social Change Through Pictures - Social Education, February, 1980, pp. 93-99.

Textbook Helps:

American:	Grade 4, Chapter 5, pp. 129-147, Grade 5, Unit 3, Chapter 6, Chapter 10, p. 244, Chapter 11, p. 268, Chapter 14, p. 332, 334-339
Follett:	Grade 4, pp. 119-129, 135-139.
Harcourt:	Grade 4, Unit 3, pp. 144-161 Grade 5, pp. 84-85, 100, 147 170, Unit 4, pp. 183-254.

Activities

1. Barth Activities
   No. 9, p. 264
   10, p. 265
   11, p. 266

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 4, pp. 214-239 Grade 5, Unit 3, pp. 155-215 Unit 5, pp. 313-377, 432-438
Laidlaw:	Grade 4, pp. 290-293, Grade 5, Chapter 11, pp. 196-213, Chapter 17, pp. 310-325, Chapter 20, pp. 362-381, Chapter 24, pp. 440-445.
Scholastic:	Grade 4, pp. 198-200, 239-242, Grade 5, Chapter 10, p. 152, Unit 5, pp. 232-282, Unit 8, pp. 278-401.
Scott Foresman:	Grade 4, Chapter 21, pp. 226-237, Grade 5, Chapter 11, pp. 136-147, Chapter 14, pp. 172-180, Chapter 15, pp. 186-202, Chapter 16, pp. 208-216 Chapter 21, pp. 257-265, Chapter 26, pp. 288-301, 303-307, pp. 334-339, Chapter 32 pp. 351-358.
Silver Burdett:	Grade 4, Chapter 8, pp. 171-174, 121-126.

Evaluation Items:

1. Who led the Civil Rights Movement of the 1960's? Answer: Martin Luther King
2. What effect did the Progressive Movement have on social change?
3. What role did the Muckrackers play in social change?
4. What effect did the Great Depression have on social, political, and economic thinking in the U.S.?
5. Define NOW and what role has it taken to change attitudes toward women.
6. Who was Susan B. Anthony?
7. Could a court in the United States decide whether a woman had been denied a job which a man had gotten?
8. Swimming pools should admit people of all races and nationalities to swim together in the same pool.

___a. strongly agree
___b. agree
___c. no opinion
___d. disagree
___e. strongly disagree

Objective and Code: IA1.3 Explain how social movements usually cause changes in a society.

Instructional Materials

Additional Materials

Social Change lessons using Primary Document: Photograph of a Land Auction - Social Education, January, 1979, pp. 30-31

Social Change MiniUnit and Primary Documents on Civil Rights - Social Education, November/December, 1979, pp. 562-581.

Activities

5

Objective and Code: IA2.1

Support freedom of choice in the market place.

Grade Level: 4, 6, Economics, Free Enterprise

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63 Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BB	532	Productivity - Key to Progress
BB	525	Profits, Capital, Equipment and Economic Growth
BC	529 B	Playing Shopping Game
AC	529 A	Public Market
BC	506 E	Market Clearing Price
CC	536	Free To Choose Series - M. Friedman

Instructional Kits

---------	You're the Banker Game

Activities

1. Utilize a lesson on command systems, free market systems, and mixed economic systems to compare the "freedom of choice" concept across all systems.
2. Have students read portions of Adam Smith's The Wealth of Nations and locate his ideas on freedom of choice in the market place.
3. Confluent Education Project - Individual Choice - Texas Council on Economic Education Houston, Texas.
4. Teacher's Handbook for Hard Choices - Julius Knebel - Sterling Swift Publishing Company P. O. Box 188, Manchoca, Texas 78652

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The relationship between producers, consumers, and government that best characterizes a private enterprise economy is one in which:

___a. producers decide what to produce, government decides how it shall be produced, and consumers decide who shall receive the product.
X b. consumer spending leads producers to decide what shall be produced and how resources shall be used, and government seeks to prevent market abuses and protect the rights of private property
___c. consumers decide what shall be produced, producers decide how best to product it, and government decides who shall receive which products
___d. government decides what shall be produced and how, and consumers and producers, as voters control the government

2. In a private enterprise economy, the group which exercises the principal influences on the choices of goods produced over a long period of time is

___a. government
___b. big business
X c. consumers
___d. labor unions

3. The book, The Wealth of Nations, was written by

___a. Karl Marx
X b. Adam Smith
___c. Abraham Lincoln
___d. Paul Samuelson

4. Complete freedom in the market place is called

X a. laissez faire market economy
___b. mixed market economy
___c. command market economy
___d. interventionist market economy

Objective and Code: IA2.2

Recognize the contributions of the American economic system to the standard of living enjoyed by the U.S. citizens.

Grade Level: 5, 8, Economics, Free Enterprise

Instructional Materials

Films

BC 6200 C	Economic Geography: Three Families in Different Environments
31450	Material Welfare - Modern Talking Picture Service
BC 3232 W	American Enterprise: U.S. is Resources
BC 3232 X	American Enterprise: U.S. in People
CC 536	Free to Choose Series - M. Friedman
---------	Will There Always Be An Economy Chamber of Commerce of the U.S.

Filmstrips

5-15 A-I	Texas Banker
BC 506 A	People on Market Street
730673-01	Economics for Primaries
730667-01	Understanding Our Economic System

Printed Materials

---------	Capital Formation in Decades Ahead USI Educational Foundation
---------	Free Enterprise System - TBEU

Instructional Kits

660552	American Adventure
------	McDonald's Economic Action Packs Box 2594, Chicago, Ill. 60690

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Citizen Me - Grade 2, Lesson 7.
2. Teaching Economics in American History - Joint Council on Economic Education
3. Teacher's Handbook of Hard Choices - Julius Knebel - Sterling Swift Publishing Company
4. Poster and Teacher's Guide from The Education Department, National Federation of Independent Business
5. Compare the standard of living in the USA to three or more countries during the 1850's, 1950's, and 1980's.
6. Order the poster from the National Federation of Independent Business and have students follow the activities in the guide.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The country is rich in natural resources

___a. United States only
___b. Russia only
_X_c. both the United States and Russia

2. The overproduction of food has at times been a serious problem in

_X_a. United States only
___b. Russia only
___c. both the United States and Russia

3. A worker who earns $5,000.00 a year and has three children would probably spend the largest share of his income on which one of the following?

___a. clothing
___b. entertainment
_X_c. food
___d. transportation

4. One of the following is not a service provided the U.S. citizen by the federal government. Choose the one answer that is not a service.

___a. coining of money
___b. postal service
___c. highway construction
_X_d. public school system

Objective and Code: IA2.3

Support the role of profit in the American market system.

Grade Level: 3, 6, Free Enterprise, Economics

Instructional Materials

Films

AC 529 A	Public Market
BC 506 C	People on Market Street
---------	Free To Choose Series - M. Friedman

Filmstrips

730673-01	Economics for Primaries
730669-01	How A Business Works
730667-01	Understanding Our Economic System

Printed Materials

---------	The Free Enterprise System - TBEU
---------	America's Heritage of Great Ideals TBEU

Instructional Kits

---------	Economics Pack McDonald's Action Pack

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Write an essay on the role of profit in the market economy.
2. Prepare a values lesson to determine students attitudes toward profit.
3. Visit a local industry and allow students to interview company owners about profit.
4. Obtain an annual report from a company. Have a representative of the company explain the profit and loss section of the report.
5. Teacher's Handbook for Hard Choices - Julius Knebel - Sterling Swift Publishing Company.
6. American History I: Lessons 1, 2, 3, 4 on profit and competition. Texas Council on Economic Education

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The relationship between producers, consumers, and government that best characterizes a private enterprise economy is one in which:

___a. producers decide what to produce, government decides how it shall be produced, and consumers decide who shall receive the product.
_X_b. consumer spending leads producers to decide what shall be produced and how resources shall be used, and government seeks to provent market abuses and protect the rights of private property.
___c. consumers decide what shall be produced, producers decide how best to produce it, and government decides who shall receive which products.
___d. government decides what shall be produced and how, and consumers and producers, as voters control the government.

2. In a private enterprise economy, the group which exercises the principle influences on the choice of goods produced over a long period of time is

___a. government
___b. big business
_X_c. consumers
___d. labor unions

3. Profit

___a. is a result of competition.
___b. is one of the costs of producing an item.
___c. results when people pay high prices for items.
___d. is the difference between receipts and costs.

4. An entrepreneur's primary objective is

___a. worker satisfaction in the company
___b. protection of the environment
___c. customer satisfaction
___d. profit for the company

Objective and Code: IA2.4

Believe in the rights of individuals to acquire, use and dispose of property.

Grade Level: 3,4, Economics, World Geography

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, pp. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

CC 535 C	American Enterprise: Land
AC 204 D	A Nation of Spoilers
BC 3232 W	American Enterprise Series
CC 536	Free To Choose Series - M. Friedman
---------	Trade-Offs - Agency for Instructional Television

Filmstrips

730667-01	Understanding Our Economic System
730673-01	Economics for Primaries

Printed Materials

---------	Citizen Me - Lessons 4-6, Grade 2. Harris County Department of Education

Activities

1. Economics - McDonald's Action Packs
2. American History Lesson 3 - Private Ownership of Property - Texas Council on Economic Education, Houston, Texas.
3. Teacher's Handbook for Hard Choices - Julius Knebel - Sterling Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The stronger the property rights are

___a. the greater the power of government
_X_b. the more limited the power of government
___c. the more centralized the economy
___d. the more regulated is business

2. Basic to the principle of "righ to property" are individual rights to

_X_a. decide the use of property and to transfer rights of property
___b. decide the use of peoperty but not to transfer rights of property
___c. transfer rights of property but not to decide the use of property
___d. deny property rights of others

3. Private property rights

___a. result in owners lacking incentives to conserve on resource use
_X_b. result in owners having incentives to conserve on resource use
___c. result in owners exploiting resources irresponsibly
___d. prompt owners to utilize scarce resources quickly to take advantage of high prices

4. If one person owns property, this is known as

_X_a. a private ownership by an individual
___b. group ownership
___c. temporary ownership
___d. all of the above

Objective and Code: IA2.5

Support the freedom of consumers to choose how to spend their income.

Grade Level: 3, 4, Economics, Free Enterprise

Instructional Materials

Films

BC 1025 K	Treasure Hunt
BC 529 C	Money in the Marketplace
BC 501 C	Money: How Its Value Changes
CC 535	American Enterprise Series
CC 536	Free To Choose Series - M. Friedman
---------	Trade Offs Series - Agency For Instructional Television
31450	Man's Material Welfare - Modern Talking Picture Service
4905	The System - Modern Talking Picture Service
4907	The Individual in the System - Modern Talking Picture Service

Filmstrips

730673-01	Economics for Primaries
730665-01	You the Consumer
730668-01	Being a Consumer
730667-01	Concerning Young Consumer
730675-01	Learning to Be A Wise Consumer

Printed Materials

---------	Capital Formation - USIC Educational Foundation
---------	Teacher's Handbook for Hard Choices Julius Knebel - Sterlin Swift Publishing Company
---------	Elementary Economics - Greater Cincinnati Center for Economic Education

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Rank in order of importance (1-10) as to what your family income should be used for:

    buy a new car
    make the house payment
    take a vacation
    buy groceries
    go to a movie
    increase the son's allowance
    buy school for the daughter
    buy Dad a new hunting gun
    pay the doctor bill
    buy Mom a new fur coat

2. Using play money, give students a set amount of money to spend on a given set of products. Have the students compare the similarities and differences in the products purchased.
3. Examine the results of President Carter's controls on gasoline prices during the late 1970's.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Evaluation Items:

1. A worker who earns $5,000.00 a year and has three children would probably spend the larger share of his income on which one of the following?

___a. clothing
___b. entertainment
_X_c. food
___d. transportation

2. "Consumer sovereignty" is a concept which means

___a. customers always know what's best for their needs
___b. customers needs are best known by business and industry
_X_c. customers or consumers generally know what's best for their needs
___d. customers or consumers never know their own needs

_T_3. Consumers influence products on the market. (true/false)

_F_4. Most consumers like the same products. (true/false)

Objective and Code: IA2.5 Support the freedom of consumers to choose how to spend their income.

Instructional Materials

Instructional Kits

730325	Consumer Education Series
------	You're the Banker Game

Additional Materials

Lessons on Consumer Education for Primary Grades - Social Education, January, 1979, p. 37.

Activities

TEXTBOOK HELPS:

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Objective and Code: IA2.6

Recognize that citizens, through political activities can influence economic decisions made by government.

Grade Level: 3, 4, Economics, Free Enterprise

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 299-302, 309-314, Grade 6, Chapter 2, p. 34.
Follett:	Grade 6, Units 18-19, pp. 396-436.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253

Instructional Materials

Films

CC 535 A	American Enterprise: Government
BC 3128 C	The Privilege Againse Self-Incrimination
BC 951 N	By Whose Rules
BC 3108	Democracy: Your Voice Can Be Heard

Printed Materials

---------	The Free Enterprise System - TBEU

Activities

1. Write a letter to several Texas representatives asking about citizen influence through governmental intervention.
2. Invite representatives from a special interest lobby group to discuss activities related to economic decisions.

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Unit 6, Lessons 4-6, pp. 399-425, Grade 6, Chapters 5-8, pp. 321-348.
Laidlaw:	Grade 5, Chapters 22-23, pp. 402, 421-426, Grade 6, p. 41
Scholastic:	Grade 5, pp. 39, 51, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 148, 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Which one of the following questions reflects an individual's positive attitude toward participation in the economic system of the United States?

___a. "Big business cheats on their taxes, so I do, too."
___b. "Irish wool is of better quality than local wool."
_X_c. "I have invested my savings in a local corporation."
___d. "I think that I should be able to get money any way I can."

2. Which ONE of the following does NOT reflect a positive attitude toward the American political system?

___a. expressing views about school bond issues
_X_b. expressing a view that all politicians are crooks until proven otherwise
___c. helping a candidate run for office
___d. voting in all elections

3. Government intervention activities sometimes include

___a. wage-price controls
___b. special taxes on products
___c. legislation and laws on monopolies
_X_d. all of the above

4. What is political activity?

5. What is the difference between private enterprise and socialism?

6. What political bodies make economic decisions?

Objective and Code: IA2.7

Acknowledge the role of government in regulating unreasonable restraint on competition by producers or consumers.

Grade Level: 3, 5, Economics, Free Enterprise

Instructional Materials

Films

CC 535 A	American Enterprise: Government
BC 527	Consumer Education: Who Needs It
BC 3108	Democracy: Your Voice Can Be Heard

Filmstrips

730667-01	Understanding Our Economic System

Printed Materials

---------	Elementary Economics - Greater Cincinnati Center for Economic Education ($4.00)
---------	The Free Enterprise System - TBEU
---------	American Heritage of Great Ideals TBEU
---------	Teacher's Handbook of Hard Choices Julius Knebel - Sterling Swift Publishing Company

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Frade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Order General Business Skit Monograph "Government, Business and Labor" from Southwestern Publishing Company, 1977. Use the skits in class.
2. Invite a panel of business, government, and labor representatives to discuss the role of government in the American economic system

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

ACTIVITIES

3. Weigh the pros and cons of the Standard Oil Company monopoly.

Evaluation Items:

1. Which one of the following pairs of characteristics is most closely associated with a free enterprise economy?

___a. central planning/concern for equity
_X_b. rights to private property/belief in limiting governmental action in the economic sphere
___c. utilizing fiscal police to prevent high unemployment/belief in enlarging governmental action in the economic sphere
___d. traditional mandated consumer decision-making/concern for stability

2. Free enterprise advocates a limited role for government in the economy so as to

_X_a. protect individual freedom
___b. guarantee price stability
___c. equalize distribution of goods produced
___d. assure increases in per capita economic output through federal planning

3. A pure laissez faire economy would see government's role

___a. as non-existant
_X_b. as limited to national defense
___c. as needed on numerous occasions
___d. as totally unnecessary

Objective and Code: IA2.8

Support competition as it effects the quantity and quality of goods and services produced.

Grade Level: 1,5 Economics, Free Enterprise

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films	
AC 530 F	Consumer Complaints: Right Way
AC 501 A	What Do I Receive for My Money
CC 536	Free To Choose Series - M. Friedman
CC 535	American Enterprise Series
Filmstrips	
730673-01	Economics for Primaries
730674-01	Concerning Young Consumer
730675-01	Learning to be a Wise Consumer
730669-01	How a Business Operates
730671-01	Consumer Process
730668-01	Being a Consumer
Printed Materials	
---------	The Free Enterprise System - TBEU
Instructional Kits	
---------	Economics McDonald Action Pack
---------	Teaching Economics in American History - Joint Council on Economic Education
---------	Teacher's Handbook for Hard Choices- Julius Knebel - Sterling Swift Publishing Company

Activities

1. Have students examine three competing corporation's annual reports.
2. Examine legal monopolies and natural monopolies. How does competition work when monopolies exist?

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The decisions which are made by people who buy goods and services affect what is produced. This is called

___a. conservation efforts
___b. production controls
___c. price-fixing
_X_d. consumer influence

2. If people do not like current clothing styles, what is the BEST way for them to change the styles of clothes being produced?

___a. organize companies to meet their own needs
___b. call the Better Business Bureau
___c. submit their own ideas to designers
_X_d. refuse to buy styles they don't like

3. Every summer the heat wave in New York causes people much discomfort. More people drink lemonade during the days of the heat wave. What effect does this action of consumers have on production of lemonade?

___a. more lemons are available
___b. more lemon trees were planted immediately
___c. more lemons probably were used to make scented wax
_X_d. more lemons probably were used to make frozen juice

4. The United States laws

___a. encourage monopolies
___b. discourage monopolies
_X_c. offer regulations for monopolies
___d. none of the above

Objective and Code: IA2.9

Identify social, cultural and economic changes that have affected life in Texas.

Grade Level: 7, Texas History
Government

Textbook Helps:

Instructional Materials

Films	
BC 2350 A	Buffalo: Majestic Symbols of the Plains
BC 3334 L	Cattle History
AC 3304 Y	Meet the Negro Texan
BC 3232 V	Johnny From Fort Apache
BC 3334 G	Rio Grande - 4 cultures
AC 3273 G	Friends in Alpine Texas
CC 3334 V	Spurs to Spindletop
AC 3273 F	Friends in Dallas, Texas
CC 3334 X	Gone to Texas
---------	Institute of Texan Cultures Series on Ethnic Texans
---------	Free To Choose (M. Friedman)
Filmstrips	
630977	History of Texas
33-23	Story of Agriculture and Stock Raising
33-23 K	Story of Industry in Texas
Printed Materials	
630973	Many Texans - Institute of Texan Culture Series on Ethnic Texans
-----	Governing Texas: An Opportunity to Participate - Newspapers in Educatio Austin American Statesman - Austin, Texas.
Instructional Kits	
630704	Indians and Buffalo

Activities

1. List 5 economic changes that have occurred in the 20th century (i.e. refrigerator - ice box) and beside each have the "old way" that it was used.
2. Explain how these changes released a group of people from their prior activities to become more active in business, politics, careers, etc.

Evaluation Items:

1. List 3 social (cultural, economic) changes that have occured in Texas and tell why they are important.

2. Make a chart listing 10 changes that have occured in Texas. Tell why each change was important. Label each change as social, cultural, or economic.

3. Tell how life in Texas has been affected socially, culturally, or economically by change. Select your own issue. (Or the teacher might give a list of issues to be identified and/or selected from.)

4. The discovery of gold in California is comparable to the discovery of oil in Texas.

5. The use of the Spanish or Mexican language in South Texas is comparable to the use of the Cajun French language in South Louisiana.

Objective and Code: IA2.10

Describe the history of business cycles in American history.

Grade Level: 8, Free Enterprise

Instructional Materials

Films

CC 3316 B	American Parade: 2nd Revolution
BB 522	Anatomy of Free Enterprise
CC 335A-E	American Enterprise
BC 3355 G	America Becomes A World Power
AC 3329 K	American Revolution: Background Period
AC 3329 L	American Revolution: War Years
-------	U.S. in the Twentieth Century Series

Printed Materials

630975	Many Texans
630974	Gathering Experience

Instructional Kits

631234	Teaching Economics in American History

Additional Materials

Units on The Great Depression and The New Deal - write:
Education Division (NEE)
National Archives and Records Service(GSA)
Washington, D.C. 20408

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, p. 59-63, Grade 5, Chapters 5-8, pp. 321-348.

Activities

1. Use activities in Barth or Knebel's Teacher's Handbook for Hard Choices - Swift Publishing Company.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, p. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Define business cycle.

   Answer: Alternating periods of prosperity and recession.

2. What are the four phases of a business cycle?

   Answer: expansion, recession, depression, recovery

3. Define economic recession.

   Answer: Actual production of goods and services declines or fails to keep pace with the potential capacity of the economy.

4. What institution regulates business activities and provides public services that could not be furnished as well by private business companies?

   Answer: government

5. What is the name of the United States system of organizing and distributing the products needed by its citizens?

   Answer: capitalism or free enterprise

6. Depression is to inflation as the 1930's were to the _____70's_____.

Objective and Code: IA2.11

Recognize a definition of scarcity.

Grade Level: 4, Free Enterprise

Instructional Materials

Films

AC 528	Economic Decision Making
BB 522	Anatomy of Free Enterprise
BC 501 J	What is Money?
CC 535 A	American Enterprise: Government
CC 535 B	American Enterprise: Innovation
CC 535 C	American Enterprise: Land
CC 535 D	American Enterprise: Organization
CC 535 E	American Enterprise: People

Filmstrips

631233	Economics of the Energy Problem
73-0673-01	Economics for Primaries
73-0667-01	Understanding Our Economic System
73-0665-01	You The Consumer

Printed Material

631197	Free Enterprise System
	Fundamentals of the Free Enterprise System: Course Guide - Texas Education Agency, 1975.
	Teaching the Free Enterprise System in requirred Social Studies Courses Texas Education Agency, 1979.
	Teacher's Handbook for Hard Choices, Chapter 2: pp. 23-53, Juslus F. Knebel, Swift Publishing Company
	Penny Power (newspaper)

Instructional Kits

730624-N	Economics and the American Dream
630666	Everyday Economics

Textbook Helps:

American:	Grade 4, pp. 107-123.
Follett:	Grade 4, pp. 235-239.
Harcourt:	Grade 4, pp. 179-180.
Houghton:	Grade 4, pp. 152-164, 182.
Laidlaw:	Grade 4, pp. 122-126.
Scholastic:	Grade 4, p. 196.
Scott Foresman:	
Silver Budett:	Unit 5, pp. 87-105, Unit 6, pp. 107-133.

Activities

1. Given a specific amount of money - have the student design a budget.

2. Follow-up with class discussion.

Evaluation Items:

1. A "good" is scarce when

____a. the total supply available in a given year is much reduced from the total supply available during the previous year.
____b. there is not enough available for an individual to have all he wants without sacrificing something else that he wants.
____c. the government includes it on the official "scarce commodities" list.
____d. it can be had in desired quantities with no sacfifice of other desired goods.

2. T or F Every nation has enough farms, factories and people to produce everything that everyone would like. Answer: False

3. T or F There is always enough money for everyone. Answer: False

4. T or F People everywhere must choose the best possible way to use their resources and their money. Answer: True

5. In your own words, give an example of what "economizing" means in terms of scarcity. Sample answer: A boy may have to choose whether to spend his allowance on a motion picture or a hamburger.

6. What happens to the price when goods are scarce?

____a. Price stays the same.
____b. Price goes up.
____c. Price goes down.
____d. Scarcity does not affect price.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION - Partners in Career Education, 1977. Learner Outcome 8:26.

Objective and Code:

IA2.12

Identify examples of opportunity costs in choice making.

Grade Level:

4, Free Enterprise/Economics

Textbook Helps:

American: Grade 4, Unit 6, pp. 159-164
Harcourt-Brace-Jovanovitch: Grade 4, Unit 6 Chapters 1-2, pp. 179-197; Chapter 4, pp. 204-212.
Scholastic: Grade 4, Unit 1, Chapter 2 p. 43
Scott-Foresman: Grade 4, Unit 3, Chapter 9 pp. 90-98.
Bowman-Nobel: Grade 4, scattered under the word "work".
Ginn: Unit 4,Chapters 13-19.

Instructional Materials

Films

CC	1022	A	Decisions, Decisions
AC	501	I	Planning the Use of Money
AC	501	J	What is Money?
CC	535	A-E	American Enterprise
BC	505	B	Banks-Money Moves
			Free To Choose Series (M. Friedman)

Printed Material

Confluent Economic Education
World History Lessons 1-4
Texas Council on Economic Education
The Houston Post

Instructional Kits

Consumer Choice Kit - Proctor and Gamble - P.O. Box 14009
Cincinnati, Ohio 45214

Activities

1. Given two desirable choices the students must discuss and choose one. Students will take into consideration available money and need.

2. Simulations - Inflation (Social Studies School Serives)

Evaluation Items:

1. When a decision is made to use a scarce resource in a certain way, something is given up. The term that is used to describe what has been given up is

____a. marginal resource
__X__b. opportunity cost
____c. dichotomous expense
____d. utility decline point

2. Which of the following statements is most consistent with the definition of "opportunity cost?"

____a. The cost of opportunities parallels shifts in negative demand curve ratios.
__X__b. The cost of any act chosen is equal to the cost of any other act given up as a result of that choice.
____c. Costs reflect entry-level surcharges that occur when businesses are first opened.
____d. Costs reflect philogenous variables, whereas prices reflect protogenous variables.

3. Costs

____a. are always measured in terms of money.
__X__b. may include things other than monetary costs.
____c. never include monetary considerations.
____d. always exceed residuals.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION Partners in Career Education, 1977. Learner Outcome 8:20 and 8:27.

Objective and Code: IA2.13

Classify examples of wants and needs.

Grade Level: 4, Free Enterprise/Economics

Textbook Helps:

American:	Grade 4, Chapters 4,6.
Follett:	Grade 4, pp. 44-49.
Harcourt:	Grade 4, Unit 3, pp. 125-126.
Houghton:	Grade 4, Unit 5.
Laidlaw:	Grade 4, pp. 236-247.
Scholastic:	Grade 4, Unit 1, pp. 24-31.
Scott Foresman:	Grade 4, Chapter 11, pp. 112-122.
Silver Burdett:	Grade 4, Unit 5.

Instructional Materials

Films

AC 501 I	Planning the Use of Money
AC 528	Economic Decision Making
AC 501 J	What is Money?
AC 501 F	Learning to Use Money
CC 535 A-E	American Free Enterprise
BB 522	Anatomy of Free Enterprise
AC 529 A	Public Market
	Free to Choose Series (M. Friedman)
	The American Free Enterprise Series with Teaching Materials - Phillips Petroleum Company - order from Modern Talking Picture Service 5000 Park Street North St. Petersburg, Florida 33709
31431	Is Anybody Listening? - Modern Talking Picture Service
31046	Kingdoms of Mocha
31377	Sam's Song-Business Money - Modern Talking Picture Service

Filmstrips

631233	Economics of the Energy Problem
73-0673-01	Economics for Primaries Families are Producers Families are Consumers Economics and Our Natural Resources Money - Paying for Things Good and Services Work People Do

Activities

1. Make a classification chart listing wants and needs.

2. Construct a collage of wants and needs using pictures from magazines.

Evaluation Items:

1. Since "wants" exceed available resources, people, in deciding how to use these resources are forced to:

____abandon their wants.
____call on the government.
__X_make choices.
____call in their margins.

2. An effective "want" is characterized by:

____a simple verbalized expression of desire for a given item.
____a willingness to commit resources to satisfy a desire for a given item.
____a desire for a useful item.
____a desire for a given item that, in turn, can satify other wants.

3. Food is to a need as __________ is to a want.

____house.
____car
____clothes
____water

Discussion Questions.

4. What are the differences between wants and needs?

5. Make a list of wants and a list of needs.

6. What can be done to get wants?
    a. Save money to get desired things.
    b. Work to get extra money.
    c. Learn to choose brands wisely.

7. Stress fact that needs should come first. Work toward wants.

8. Help children recognize that even governments must make decisions between wants and needs.

Additional tests items may be taken from Partners in Career Education. Needs Assessment and Evaluation Guide for Career Education. Outcome Learner Test 8:21 (6 questions)

Objective and Code: IA2.13 Classify examples of wants and needs.

Instructional Materials	Activities
73-0667-01 Understanding Our Economic System Capitalism, The American Way You and World Economics How Does Our System Work? What Is An Economic System? Productivity and Price Inflation and Recession 73-0665-01 You The Consumer Where Does Your Allowance Go? The Commercial Blue Jeans, Bubble Gum, and Comic Books It All Works Together	

Objective and Code: IA2.14

Identify examples of economic interdependence.

Grade Level: 4,6, Free Enterprise/Economics

Instructional Materials

Films

BC 505 B	Banks-Money Movers
BB 522	Anatomy of Free Enterprise
AC 529 A	Public Market
AC 3114 C	Why We Have Taxes, The Town That Has No Policemen
AC 502 B	Division of Labor
AC 502 A	Trade
BC 3220 F	Trade Between Nations
	Free To Choose Series (M. Friedman)

Filmstrips

631233	Economics of the Energy Problem
73-0668-01	Being a Consumer
73-0670-01	Budgeting Your Money
73-0677-01	Competency Skills: How to Prepare for a Competency Test
73-0660-01	Consumer Credit
73-0671-01	Consumer Process
73-0673-01	Economics for Primaries

Printed Material

631197	Free Enterprise System

Instructional Kits

631254-C	Getting and Spending
631125-E	Career Development for Primary Grades
730624-N	Economics and the American Dream
630666	Everyday Economics
730585-S	World of Work Adventures of the Lollipop Dragon

Textbook Helps:

American:	Grade 6, Lesson 26, pp. 105-125, 90-107.
Follett:	Grade 6, Unit 6, pp. 241-259
Harcourt:	Grade 6, pp. 198-201.
Houghton:	Grade 6, pp. 315-319, 183-189.
Laidlaw:	Grade 6, pp. 266-271.
Scholastic:	Grade 6, pp. 302-312.

Activities

1. Make a chart of food and clothing used by students and have them trace the origin of products. Stressing interdependence of all nations.

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Chapter 3, pp. 26-37.
Silver Burdett:	Grade 6, Chapter 8.

Additional Materials

Activities on Interdependence of Energy and Economics - Social Education, April, 1980, pp. 282-286.

Lessons and Activities for Teaching about Inflation - Social Education, May, 1979, pp. 334-357.

Evaluation Items:

1. Choose the item below which is not an example of economic interdependence:

____ a. The United States buys oil from Saudi Arabia; Saudi Arabia buys wheat from the United States.
_X_ b. Russia buys wheat from the United States; the United States buys very little from Russia.
____ c. The United States buys oil from Egypt; Egypt buys planes and arms from the United States.
____ d. The United States buys natural rubber and coffee from Brazil; Brazil buys manufactured products from the United States.

True or False

2. The United States buys oil from Saudi Arabia; Saudi Arabia buys very little from Russia.
Answer: True

3. Russia buys wheat from the United States; the United States buys very little from Russia.
Answer: False

4. The United States buys oil from Egypt; Egypt buys planes and arms from the United States.
Answer: True

5. The United States buys natural rubber and coffee from Brazil; Brazil buys manufactured products from the United States. Answer: True

6. Explain the word "trade" in your own words and tell how trade can lead to economic dependence.
Answer: Trade is the exchange of one thing for another. We become dependent when we must rely on another for something we want or need.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION Partners in Career Education, 1977. Learner Outcome 8:31.

Objective and Code: IA2.15

Give examples of specialization and division of labor.

Grade Level: 3, 6, Free Enterprise/ Economics

Textbook Helps:

Silver Burdett:	Book 4, Chapter 8, pp.171-175
Follett:	Book 4, Unit 5, pp. 200-205
American Book:	Book 4, pp. 141-146
Scott-Foresman:	Book 6, p. 391
Houghton Mifflin:	Book 6, pp. 278-281.
Houghton Mifflin:	Book 4, pp. 190-197.
Laidlaw:	Book 6, pp. 298-303

Instructional Materials

Films

AC 502 B	Division of Labor
BB 522	Anatomy of Free Enterprise
AC 1020 C	Why People Have Special Jobs-Man Who Made Tops
	Free To Choose Series (M. Friedman)

Printed Material

631197	Free Enterprise System

Instructional Kits

631255-C	Call It Wishing
631125-E	Career Development for Primary Grade
730624-N	Economics and the American Dream
630666	Everyday Economics
63-1202	People Need You
63-1224	People Need People
730585-S	World of Work of the Lollipop Dragon

Activities

1. Establish paper airplane industrial assembly lines with each student doing one part of making the airplane. They will see how each person is needed to complete product.

Evaluation Items:

1. Division of labor is:

____a. all the things around us that affect the way that we live
____b. a good made from what is left over from the production of something else.
_X_c. the breaking down of production into a number of tasks so that each person performs only one tasks.
____d. an expense of doing business.

2. Specialization is:

_X_a. the development of a particular skill to perform a particular task in the production of a commodity.
____b. an attempt to work at all jobs associated with the production of a commodity.
____c. practiced by a farmer who works at all jobs associated with running a farm.
____d. practiced by a teacher who teaches all subjects on a grade level.

True or False - Answer True if the item is an example of division of labor.

3. A lady who makes dresses in her own home. Answer: False

4. A man who paints cars in an assembly line on which automobiles are manufactured. Answer: True

5. A farmer who grows everything that his family needs on his farm. Answer: False

6. A carpenter who builds cabinets in new homes. Answer: True

7. An office worker who types letters. Answer: True

8. A salesman who sells washing machines. Answer: True

Objective and Code: IA2.16

Explain the functions of money.

Grade Level: 1, 3, Economics

Instructional Materials

Films	
AC 501 I	Plannning the Use of Money
BC 501 D	Money: How It Functions
AC 501 J	What is Money?
BB 522	Anatomy of Free Enterprise
BC 501 H	World Without Money
BC 501 C	Money: How Its Value Changes
BC 529 C	Money and the Market Place
BC 505 B	Banks - Money Movers
Filmstrips	
73-0660-01	Consumer Credit
73-0677-01	Concerning Young Consumer
76-0666-01	How Money Works
73-0648-02	Money, Jobs and You
Printed Materials	
631197	Free Enterprise System
Instructional Kits	
730624-N	Economics and the American Dream
630666	Everyday Economics

Textbook Helps:

Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331
American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34
Laidlaw:	Grade 5, pp. 421-426

Activities

Read the local newspaper daily in class. From the newspaper the students were assigned to read and discuss in class the following:

1. Learn to read the stock market.
2. Keep a chart on selected stocks.

Use money activities in the McMillan Mathematics workbook, Grade 2.

Make play money and let the children use old catalogs and go on a shopping trip. They can only spend a certain amount of money.

Brainstorm - Various items or things in which various cultures use for money.

Define money.

Discuss types of U.S. money.

Prepare a list of the various functions of money - Brainstorm.

Show films - give guide questions before showing films .

Evaluation Items:

1. Interest is

X a. the amount charged by a lender for the use of his money.
____b. the extra amount a seller charges for scarce goods.
____c. the amount charged for the use of a bank checking account.

2. Frank and Rita decided to buy a new sofa for their home. They found one for $200.00, but they did not have enough cash to buy it. The salesman told them they they could purchase the sofa on a time payment plan by paying $20.00 a month for one year, or a total of $240.00. The extra $40.00, the fee for buying on time is called the

____a. dividend
____b. tax
____c. down payment
X d. interest

3. Which ONE of the following is a reason why banks charge interest when they loan money?

____a. to discourage people from borrowin g money
____b. to attract more bank customers
X c. to earn money for the bank
____d. to compete with loan companies

4. David always saved his money. He had $250.00 in the bank. Kenny had no money saved. Kenny asked David if he might borrow $50.00 to buy a share in a racing cart with some friends. David agreed but asked Kenny to pay him 5% interest. Kenny said, "Why do I have to pay you interest? You know I'll pay the money back." Which of the statements below is the BEST reason David could give for charging interest?

____a. "It is good business practice."
X b. "I'll lose the use of my money while you have it."
____c. "I'm not sure I trust you to repay the debt."
____d. "I want to make money from you so I can be rich someday."

Objective and Code: IA2.16 Explain the functions of money.

Instructional Materials

Activities

TEXTBOOK HELPS:

Harcourt:	Grade 4, Unit 4, pp. 177 Grade 5, Unit 6, pp. 306 Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5, 6, 7, and 8 pp. 321-348.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Objective and Code: IA2.17

Classify examples of goods and services.

Grade Level: 3,6

Textbook Helps:

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.
American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p.34
Laidlaw: Grade 5, pp. 421-426
Harcourt: Grade 4, Unit 4, pp. 177 Grade 5, Unit 6, pp. 306 Grade 6, Unit 4, pp. 183-253

Instructional Materials

Films

BB 522	Anatomy of Free Enterprise
AC 529 A	Public Market
CC 501 A-E	American Free Enterprise Series
	Free To Choose Series (M. Friedman)

Filmstrips

73-0668-01	Being a Consumer
73-0673-01	Economics for Primaries

Printed Materials

631197	Free Enterprise System

Instructional Kits

631254-C	Getting and Spending
730624-N	Economics and the American Dream
630666	Everyday Economics
730585-S	The World of Work of the Lollipop Dragon

Activities

1. Classify a list of workers according to whether they work with goods or services.

2. Game - Teacher makes a game using cards showing workers who deal in goods and services. Students identify workers - goods or services - when shown the cards.

TEXTBOOK HELPS:

Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5,6,7, and 8, pp. 321-348.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Evaluation Items:

1. Among the following items choose the one that is the best example of a "good."

__X_ a. loaf of bread
____ b. dry cleaning of clothes
____ c. collection of garbage
____ d. prescribing of medicine

2. Among the following items, choose the one that is the best example of a "service."

____ a. can of beans
____ b. box of cereal
__X_ c. repair of plumbing
____ d. package of meat

3. Shoes are to goods as ____________ are to services.

____ a. records
____ b. dolls
__X_ c. doctors

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION Partners in Career Education, 1977. Learner Outcome 8:16 (10 questions)

Objective and Code: IA2.18

Compare the way people work today with how they worked in the past.

Grade Level: 3, 5, Free Enterprise

Textbook Helps:

Laidlaw: Grade 4, pp. 290-293.
Silver Burdett: Grade 4, Chapter 8, pp. 171-174, 121-126.
Harcourt Brace: Grade 4, Unit 3, pp. 144-161.
Houghton: Grade 4, Unit 4, pp. 214-239.
American Book: Grade 4, Chapter 5, pp. 129-147.
Scott Foresman: Grade 4, Chapter 21, pp. 226-237.
Follett: Grade 4, pp. 119-129, 135-139.
Scholastic: Grade 4, pp. 198-200, pp. 239-242

Instructional Materials

Films	
AC 3332 A	Pioneer Living: The Home
BC 3260 M	Mexico in the 70's: Heritage and Progress
Filmstrips	
73-0623	Working Americans - Newsweek Multimedia
73-0667-01	Understanding Our Economic System
73-0673-01	Economics for Primaries - Work People Do
Instructional Kits	
Economics and the Global Society - Newsweek Multimedia Kit	
63-1201	People Need You
63-1224	People Need People
Printed Materials	
	Foxfire Books

Activities

1. Write a report based on interview with a grandparent, on working in the past.

2. Use Investigating the Environment by the Harris County Department of Education - Activity 5 (Land Use Decisions)

3. Secure (or have students find a variety of stones and sticks on a field trip) the needed stones and sticks. With students working in pairs, have them secure rocks to sticks to make mallets or knives. (Soft Iron Ore rock, abundent in East Texas, can be rubbed together and sanded in to a desired shape.) Use tools to crack nuts and pare fruit or vegetables. Were useable tools made?

4. Obtain small jar with secure lid for each four or five students, whipping cream, crushed ice, salt, and crackers or bread. Have students place cream, salt and ice in jars and close tightly. Shake vigorously for several minutes, taking turns shaking and observing change in jar. When butter groups together, remove from jar and spread on a cracker for a snake! If a churn is available, it might be used by one group. Discuss securing of cream and making butter in the past.

Evaluation Items:

1. Which of the following is not usually used for making cloth today?

___ a. loom
___ b. spindle
___ c. bobbin
_X_ d. spinning wheel

2. Which of the following is not ususlly found in a factory?

___ a. assembly line
___ b. machine
___ c. time clock
_X_ d. painter's easel

3. Factory workers of the last century might have used which of the following for power?

___ a. atomic energy
_X_ b. wood
_X_ c. steam
___ d. electricity

4. Draw a line connecting items used in the past to those used today for the same purpose.

pen and scribe	electric blanket
candle	tractor
horse or oxen	light bulb
warming pan	printing press
buggy	automobile

5. Labor laws today do not protect which of the following?

___ a. children
___ b. employees
_X_ c. buildings
___ d. employers

Objective and Code: IA2.19

Identify the factors that influence a person's income.

Grade Level: 4, 7, Free Enterprise, Economics

Textbook Helps:

Harcourt Brace: Grade 4, Unit 4, Chapter 5
Scholastic: Grade 4, Unit 1, Chapter 2
Scott Foresman: Grade 4, Unit 3, Chapter 9

Instructional Materials

Films

BC 1006 H	Earning and Learning
AC 501 G	Economics: Money
AC 501 I	Planning the Use of Money
AC 501 J	What Is Money?

Filmstrips

73-0655-01	You the Consumer
73-0666-01	How Money Works

Instructional Kits

631234	Teaching Economics in American History

Activities

1. Human Needs-Lesson 2 from Investigating the Environment
2. Banking Game from Texas Bankers Association.

Evaluation Items:

1. Which one of the following BEST defines wages?

_X_ a. Wages are what a person is paid for his or her time and effort.
____ b. Wages are what a property owner receives for the use of his/her property.
____ c. Wages are the profits a person receives from owning shares of stock in a company.
____ d. Wages are the part of a person's salary that is deducted for government taxes.

2. Which one of the following is the BEST reason why many companies choose to pay salesworkers on the basis of how much of the company's products they sell?

____ a. Such pay is easily recorded in the company records.
____ b. The salesworkers will make more money if they are paid that way.
_X_ c. The salesworkers will sell more of the product if they are paid that way.
____ d. The salesworkers will not have to be paid any fringe benefits.

3. The money that someone is paid for his or her time, talents, and efforts in doing a job is called

____ a. interest
____ b. occupation
_X_ c. wages
____ d. profit

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 8:10 (8 questions)

Objective and Code: IA2.20

Identify the major functions of advertising.

Grade Level: 4, 7, Free Enterprise

Textbook Helps:

American Book: Grade 4, Unit 6, pp. 164
Harcourt Brace:Grade 4, Unit 6, pp. 177-178

Instructional Materials

Films
BC 527 Consumer Education: Who Needs It?
BB 522 Anatomy of Free Enterprise
Free To Choose Series (M. Friedmen)

Filmstrips
Concerning Young Consumers
73-0675-01 Let the Buyer Beware

Printed Materials
Eye Gate Media Consumer Education Project - Contact Janiece Buck
Basic Economics - Eye Gate Media Consumer Education Project - Janiece Buck
Teachers Handbook for Hard Choices - Chapter 7 "Economic Man" pp. 160-196-J.F. Knebel - Swift Publishing Company

Instructional Kits
Consumer Advertising - Proctor and Gamble
P.O. Box 14009
Cincinnati, Ohio 45214

Activities

1. Barth Activities
No. 5, p. 291
17, p. 200
3, p. 153
4, p. 154

Evaluation Items:

Mark the following statements about advertising true (T) or false (F).

1. Advertising influences the American life style and each of us. __true__
2. Advertising is an unnecessary part of the free enterprise system. __false__
3. Advertising applies the concept and theories of persuasion. __true__
4. Advertising always presents absolute truth. __false__
5. Testimonial is a technique of persuasion. __true__
6. "There is a Ford in your future" is an example of the slogan technique. __true

Objective and Code: IA2.21

State the purpose of budgeting personal income.

Textbook Helps:

American Book: Grade 4, Unit 6, pp. 159-164.
Harcourt Brace: Grade 4, Unit 4, Chapters 1 and 2, pp. 179-197 and Chapter 4, pp. 204-212.

Grade Level: 4, 7, Free Enterprise

Instructional Materials

Films

AB 505 C	Banks and Credit
BC 530 D	Wise and Responsible Consumership
BB 513	Wise Use of Credit
BB 514	Personal Financial Planning

Filmstrips

73-0670-01	Budgeting Your Money Why Budget? Planning a Budget Living With a Budget Revising a Budget
73-0665-01	You the Consumer

Printed Materials

631197	Free Enterprise

Instructional Kits

630666	Everyday Economics

Activities

1. Make a budget for a family of four using a specific income.

2. Using a child's allowance let them set up a budget using their money.

Evaluation Items:

1. A worker who earns $5,000.00 a year and has three children would probably spend the largest share of his income on which of the following?

___ a. clothing
___ b. entertainment
_X_ c. food
___ d. transportation

2. Place an X beside each list which shows basic necessities for which income in a household budget might be used.

___ a. income tax, social secruity, retirement, savings
___ b. health care, child care, bonds, bus fare
_X_ c. rent, food, utilities, transportation
___ d. furniture, entertainment, vacations, remodeling

Objective and Code: IA2.22

Define market.

Grade Level: 4, 6, Free Enterprise

Textbook Helps:

American:	Grade 6, Chapter 1, pp. 18-23.
Follett:	Grade 6, Unit 15, p. 339, Unit 18, p. 410.
Harcourt:	Grade 6, Unit 4, pp. 195-206.
Houghton:	Grade 6, Unit 5, pp. 223-228.
Scholastic:	Grade 5, pp. 284, 330. Grade 6, Chapter 17, pp. 236-297.
Scott Foresman:	Grade 6, pp. 170, 189, 209, 222, 234-236.

Instructional Materials

Films

BB 522	Anatomy of Free Enterprise
AC 529 A	Public Market
BC 529 C	Money and the Marketplace Free to Choose Series (M. Friedman)

Filmstrips

73-0669-01	How A Business Operates (Marketing and Sales)

Printed Materials

Teacher's Handbook of Hard Choices - Knebel, Swift Publishing Company

Fundamentals of the Free Enterprise System Texas Education Agency

Activities

1. Banking Game from Texas Bankers Association.
2. Simulations: Exchange (Social Studies School Service Catalog)

Evaluation Items:

1. Which of the following best describes the term "market" as it is used by economists?

____ a. a place where stocks and bonds are traded in New York.
____ b. a place where liquid assets, particularly cash and demand deposits, are held in escrow.
__X__ c. a mechanism which facilitates exchange among buyers and sellers of goods, services, and productive resources.
____ d. a building where retailers and purchasers come together for the purpose of resource exchange.

Objective and Code: IA2.23

Define price.

Grade Level: 4, 6, Free Enterprise

Instructional Materials

Films

BB 522	Anatomy of Free Enterprise
BC 501 H	World Without Money
BC 501 D	Money: How It Functions
BC 501 C	Money: How Its Value Changes

Filmstrips

73-0666-01	How Money Works
73-0669-01	How A Business Operates - Business and Profits
73-0667-01	Understanding Our Economic System - Productivity and Price

Printed Materials

631197	Free Enterprise System

Teacher's Handbook for Hard Choices - J.F. Knebel - Chapter 4 "Getting the Act Together" - Swift Publishing Company

Instructional Kits

730624-N	Economics and the American Dream
630666	Everyday Economics

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Banking Game from Texas Bankers Association.

2. Activity One in unit of Land Use Decisions Investigating the Environment - Harris County Department of Education

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330 Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. "Price" can be defined as the adjustment of what is to be spent, in a competitive market, which serves to

X a. allocate resources toward uses most highly valued by society.
___ b. allocated resources inefficiently.
___ c. decrease competition.
___ d. create severe misalignment between demands for goods and supplies of goods.

2. If a candy bar costs 25¢, the quarter it costs to pay for the candy bar is called its

___ a. wrapper.
X b. price.
___ c. scarcity.
___ d. allowance.

Objective and Code: IA2.24

Define money.

Grade Level: 4, 6, Free Enterprise

Instructional Materials

Films

AC 501 I	Planning the Use of Money
AC 501 J	What is Money?
CC 535 A-E	American Enterprise Series
BC 1006 L	Working With Money

Filmstrips

73-0668-01	Being a Consumer
73-0670-01	Budgeting Your Money
73-0674-01	Concerning Young Consumer
73-0660-01	Consumer Credit
73-0671-01	Consumer Process
73-0673-01	Economics for Primaries
73-0669-01	How a Business Operates
73-0666-01	How Money Works
73-0675-01	Learning to Be a Wise Consumer
73-0648-02	Money, Jobs and You
73-0667-01	Understanding Our Economic System
73-0665-01	You The Consumer

Textbook Helps:

Activities

Evaluation Items:

1. The only paper currency being issued in the United States today is

____a. United States notes
_X_ b. Federal Reserve notes
____c. silver certificates
____d. "greenbacks"

2. "Fiat" money is accepted as money because:

_X_ a. the government decrees its acceptance
____b. it is useful and scarce
____c. it is major part of the banking system's reserve requirements
____d. it is backed by gold

Objective and Code: IA2.25

Identify examples of different forms of money used in the U.S.

Grade Level: 4, 6, Free Enterprise

Textbook Helps:

Scott Foresman:	Grade 4, Unit 1, Chapter 3 Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331
American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34
Laidlaw:	Grade 5, pp. 421-426
Harcourt:	Grade 4, Unit 4, pp. 177 Grade 5, Unit 6, p. 306 Grade 6, Unit 4, pp. 183-253

Instructional Materials

Films

AC 501 I	Planning the Use of Money
AC 501 G	Economics: Money
AC 501 J	What is Money?
BB 515	Credit and Loans
BC 501 H	World Without Money
AC 501 F	Learning to Use Money
BC 505 B	Banks: The Money Movers
BC 1006 L	Working With Money

Filmstrips

73-0668-01	Being a Consumer
73-0670-01	Budgeting Your Money
73-0677-01	Competency Skills: How to Prepare for a Competency Test
73-0660-01	Consumer Credit
73-0671-01	Consumer Process
73-0673-01	Economics for Primaries Concerning Young Consumer

Printed Materials

Money, Jobs and You - SEIMC/Career Education

Federal Reserve System Book

Teachers Handbook for Hard Choices-Chapter 10 "Money and Banking" Knebel, Swift-Publishing Company

Activities

1. Set up school store - use cash money, check, credit card, etc.

2. Banking Game

3. Jackdaw Kits DJ70-11 Money

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265 Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5,6,7, and 8 pp.321-348.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330 Grade 6, p. 17, pp. 236-297.

Evaluation Items:

1. The only paper currency being issued in the United States today is

____a. United States notes.
__X__b. Federal Reserve notes.
____c. silver certificates.
____d. "greenbacks".

2. "Fiat" money is accepted as money because:

__X__a. the government decrees its acceptance.
____b. it is useful and scarce.
____c. it is major part of the banking system's reserve requirements.
____d. it is backed by gold.

Objective and Code: IA2.26

Understand that resources are not equally distributed among the nations of the world.

Grade Level: 3, 4, 6, World Geography

Instructional Materials

Films

BC 2599 D	Energy: The Dilemma
BC 2744 B	House of Man: Our Changing Environment
AC 2701 I	Treasures of the Earth
BB 525	Profits, Capital Equipment and Economic Growth

Filmstrips

32-9A	Land and Its Resources
73-0673-01	Economics for Primaries

Printed Materials

UNICEF Materials
U.S. Committee for UNICEF
331 East 38th Street
New York, New York 10016

Textbook Helps:

Follett:	Grade 6, pp. 37-40, pp. 64-65, pp. 198-203, 316-321,390-395. Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276.
American Book:	Grade 4, pp. 120-122, 190-192, 209, 243, 251.

Activities

1. Assign each student a particular resource to report as to its distribution.
2. Draw maps showing resource distribution.
3. Assign each student a country to report on resources exported and imported.
4. Form an international trade association with each student representing a country.

Evaluation Items:

1. Resources are equally distributed among the nations of the world. True False

2. Match the resources with a country where it can be found in abundance.

___Excellent grazing land	A. Chile
___Rich mineral deposits	B. United States
___Land for growing crops	C. Australia

3. This can be an individual or a small group activity. Students are asked to rank order, according to value preference, alternative responses to a given question. They should be able to explain and defend their choices.

Which of the following global problems is most important?

___population growth
___energy shortage
___uneven distribution of global wealth
___lack of technology in developing countries
___the rapid consumption of finite resources

What do you feel the United States policy toward the developing world should be?

___Let them make it on their own
___Help them by giving them grain
___Help them by selling or giving them technology and know-how
___Making sure that the resources of the earth belong to everyone
___Help them only if they agree to some form of population control.

True or False

T 4. Our energy use is on a collision course with energy supply.

T 5. The most dangerous and most powerful creature on earth is man.

T 6. We have more luxuries than most people in the world.

F 7. Man does not pollute the water and air.

T 8. There is a waste of resources in cities, forests, and farmlands.

T 9. Forces acting on the earth's crust result in changes.

Objective and Code: IA2.27

Understand that a nation or a region can produce particular goods and services with different degrees of efficiency.

Grade Level: 3, 4, 7, World Geography

Instructional Materials

Films

AC 3243 C	Farms Around the World
BB 3130 D	The Third World
BC 530 C	Trade Between Nations
BC 3273 E	Two Grasslands: Texas and Iran
AC 535 A	American Free Enterprise-Government
AC 535 B	American Free Enterprise-Innovation
AC 535 C	American Free Enterprise-Land
AC 535 D	American Free Enterprise-Organizatio
AC 535 E	American Free Enterprise-People
	Free To Choose Series (M. Friedman)

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.

Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Make a map showing wheat exporting nations and importing nations and research as to why this occurs.

2. Compare cars manufactured in two places in terms of efficiency.

3. Compare and contrast the different occupations:

   farmers
   miners
   school teachers
   business(banks, department stores)
   doctors
   industry workers

4. Compare and contrast:

   Industrial Revolution
   Frontier
   Civil War and Restoration
   Twenties
   Depression

5. Compare and contrast:

   North
   South
   East
   West

Evaluation Items:

1. Which of the following countries produces the most wheat?

___ a. United States
_X_ b. Russia
___ c. Argentina
___ d. China
___ e. France

2. Which of the following countries is the greatest wool producer?

___ a. Australia
_X_ b. Great Britain
___ c. United States
___ d. China

3. Which country is the major manufacturer of textiles?

___ a. West Germany
___ b. Great Britain
_X_ c. United States
___ d. Japan

4. Wheat production in Russia is as to wool production in

___ a. Japan
_X_ b. Great Britain
___ c. West Germany

5. Africa's agricultural output is often affected by

___ a. laziness of the people.
_X_ b. weather conditions.
___ c. overpopulation.

6. A country's total output of goods and services, valued at current prices, is called its

___ a. growth rate.
___ b. real growth.
_X_ c. gross national product.

True or False

_T_ 7. How people use the possibilities offered by a place is a matter of culture.

_T_ 8. Technological knowledge affects the goods and services of a region or nation.

Objective and Code: IA2.27 Understand that a nation or a region can produce particular goods and services with different degrees of efficiency.

Instructional Materials

Activities

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Objective and Code: IA2.28

Give examples of how geography influences the economic development of the United States.

Grade Level: 5,8, American History

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

CC 2822	Earth: The Restless Planet
BC 2708 J	Mission to Earth: Urban Geography
CC 3273 C	Texas-Economic Geography of the Great Plains, Mountains, and Basins
BC 3232 X	U.S.: Its People
BC 3252 J	Geography of the United States-Pacific States
CC 2722 I	Century III-Man and His Environment
CC 535A-E	American Free Enterprise Series

Filmstrips

917.64 T	Texans and Their Lands

Printed Materials

Texas History Text

Scholastic Study Skills Program-U.S. Maps

Instructional Kits

631434	Teaching Economics in American History
062510	Economics and the Global Society

Additional Materials

Lessons on Indentured Servants in Colonial America - Social Education, March, 1979, pp. 214-217.

Activities

TEXTBOOKS HELPS:

Laidlaw:	Grade 5, pp. 421-426
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Which one of the following statements is true.

___a. Food processing is the United States' second most important industry.
___b. Two megalopolises are located in the Northeast and Great Lakes region of the United States.
_X_c. New England is the center of the textile industry.
___d. Resources and people have helped to influence the development of North America.

2. The term "New South" refers to

___a. strip mining in the Appalachians.
___b. the development of Miami and Jacksonville as tourist centers.
_X_c. industrialization in the South.
___d. agribusiness along the Gulf of Mexico.

3. Two of the Northwest's most important economic activities are:

_X_a. lumbering and fishing.
___b. tourism and shipbuilding.
___c. farming and commerical grazing.
___d. coal mining and textile manufacturing.

4. The Port of New York is to the east coast as the Port of ________ is to the west coast.

_X_a. Los Angeles
___b. Portland
___c. Seattle

True or False

___5. Because of the rocky, hilly terrain of the New England colonies, the colonists were forced to turn to the sea for their livelihood.

___6. The land of the southern colonies was so poor that they had to turn to the sea for their livelihood.

___7. Because of its central location, Dallas is the Inland Trade Center for New Mexico, Oklahoma, Arkansas and Texas.

Objective and Code:

IA2.29

Explain how international trade makes available a greater quality and variety of goods.

Grade Level:

3, 6, Free Enterprise

Instructional Materials

Films

BB 524	Foreign Trade
BB 522	Anatomy of Free Enterprise
AC 526	Mixed Economy of the United States
BC 3220 F	Trade Between Nations

Instructional Kits

631434	Teaching Economics in American History
062510	Economics and the Global Society

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Research the effects of importation of foreign cars on the American automobile industry.

2. Have students make a list of things in their homes from a foreign country.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chpater 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The importation of Japanese automobiles into the United States is to the importation of __________ into Japan.

___a. oil
___b. television
___c. calculators

2. Which of the following factors help determine the products a country uses in international trade

___a. labor supply
___b. resources
___c. how highly industrialized
___d. all of the above

True or False

_T_ 3. International trade is the exchange of products between people of different nations.

_T_ 4. The United States buys goods from other countries to stimulate world trade.

Objective and Code: IA2.30

Explain the functions of an economic system.

Grade Level: Free Enterprise

Instructional Materials

Films

AC 528	Economic Decision Making
AC 5263	Economic Game
AC 501 F	Learning to Use Money

Filmstrips

73-0667-01	Understanding Our Economic System

Printed Materials

Teacher's Handbook for Hard Choices-Chapter 3 "Alternative Economic Systems" pp. 54-97. J.F. Knebel - Swift Publishing Company

Instructional Kits

631234-S	Teaching Economics in American History
630666	Everyday Economics

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Compare capitalism and socialism by constructing a chart showing major features of each.

2. Learn the proper way to write a check and balance a checkbook.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The capitalist economic system is to _________ as communism is to the Soviet Union.

_X_a. the United States
___b. the People's Republic of China
___c. Poland

2. The study of how people produce, distribute and consume goods and services is called

___a. money and banking
_x_b. economics
___c. social studies
___d. American government

3. There are limits to how much can be produced because

___a. people do not want many products
_x_b. our productive resources are scarce
___c. the government limits all production
___d. all of the above

4. Which of the following is NOT one of the three basic economic questions?

___a. What goods and how much of each should be produced?
___b. How should goods be produced?
_x_c. What will be done with the goods if no one wants them?
___d. Who is to receive the goods and services that are produced?

Objective and Code: IA2.31

Name and describe the major types of economic systems (traditional, command, market).

Grade Level: Free Enterprise/Economics

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

AC 526	Mixed Economy and the United States
BB 526	Profits, Equipment and Capital Economic Growth
CC 535 D	American Enterprise "Organization"
CC 535 A	American Free Enterprise-Government
CC 535 B	American Free Enterprise-Innovation
CC 535 C	American Free Enterprise-Land
CC 535 E	American Free Enterprise-People
	Free To Choose Series (M. Friedman)

Filmstrips

73-0667-01	Understanding Our Economic System

Printed Materials

Teacher Handbook for Hard Choices - J.F. Knebel Chapter 3 "Alternative Economic Systems" pp. 54-97, Swift Publishing Company

Instructional Kits

631434-S	Teaching Economics in American History

Activities

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Traditional systems make decisions by

___a. predicting the future economically.
___b. present economic conditions.
_X_c. the way past economic conditions have been handled.

2. In the ___command___ economic system a group has the power to make economic decisions for the society as a whole.

3. In a market economy the guiding principle is

_X_a. self-interest
___b. what is best for world economy
___c. what is best for the country
___d. none of the above

True or False

___4. The United States has looked at our economy for the future since our founding.

___5. We should be more concerned about our own country than other countries.

___6. What is best for some countries is not always best for all countries.

___7. It is not always easy to predict our economy.

Objective and Code:

IA2.32

Identify the major characteristics of the American economic system.

Grade Level:

Economics, Free Enterprise
Government, American History

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5. Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BC 533 E	If the Fergi Fits Wear It
AC 526	Mixed Economy of the United States
AC 505 E	Gross National Product
	Free To Choose Series (M. Friedman)

Filmstrips

73-0667-01	Understanding Our Economic System
	Capitalism, The American Way
	You and World Economics
	How Does Our System Work
	What Is An Economic System
	Productivity and Price
	Inflation and Recession

Instructional Kits

631434	Teaching Economics in American History
062510	Economics and the Global Society
630666	Everyday Economics (Transparencies)
631197	Free Enterprise System
	Money, Banking and Federal Reserve System

Activities

1. Teacher's Handbook for Hard Choices-J. F. Knebel (Book of Activities) Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The economic system adopted in the United States is called "capitalism." According to the concept of capitalism:

___a. the government provides the needed capital for industrial growth and development.
___b. the government owns all major industries and channels the earnings of these industries back into the economy as new capital.
_X_c. individuals are motivated by the profit motive to make their savings available as a major source of capital to private industry.
___d. none of the above.

2. A command economy exists in a country where most economic decisions are made by:

___a. a totalitarian government.
___b. an autocratic government.
___c. democratically elected central government.
_X_d. all of the preceding.

3. Most economic decisions in a market economy are made by:

___a. a government agency appointed by elected representatives.
_X_b. individuals in the marketplace.
___c. individuals who vote for government regulations on business activity.
___d. the government through its taxing and spending programs.

Objective and Code: IA2.33

Explain how the interaction of supply and demand determine price.

Grade Level:

Free Enterprise, Economics
American History, 6, 8

Instructional Materials

Films	
CC 533 D	Fergi Meet the Challenge
BC 3280 P	Mid East: Economic Development
BC 506 B	People on Market Street - Demand
Filmstrips	
631233	Economics of the Energy Problem
73-0669-01	How A Business Operates
73-0667-01	Understanding Our Economic System
73-0665-01	You the Consumer
Instructional Kits	
631234	Teaching Economics in American History
062510	Economics and the Global Society

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306 Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63. Grade 6, Chapters 5-8, pp. 321-348.
Laidlaw:	Grade 5, pp. 421-426
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Activities

Evaluation Items:

1. Which of the following affects ths supply of paper available?

___a. price of resources
___b. price of related goods
___c. expectations
_X_d. all of the above

2. Because of a worldwide shortage of food grain, newspapers predict that the price of wheat will be very high next fall. As a result, farmers can be expected to

___a. plant less expensive wheat seed.
_X_b. plant more acres in wheat.
___c. plant less wheat.
___d. plant about the same amount of wheat as usual.

3. Not too many years ago rubber balls were made by the thousands. In those days, rubber was easy to get. But then many rubber trees died and rubber became very hard to get. If the demand for rubber balls stayed the same, what PROBABLY happened to the price of rubber balls?

_X_a. The price increased.
___b. The price decreased.
___c. The price stayed about the same as before.

4. Eight big logging companies raised the price of raw lumber by a large amount. The housing industries believed they had no choice but to raise the price of the homes they offered for sale. What effect did the price change PROBABLY have on the demand for the houses?

___a. The demand was probably greater.
_x_b. The demand was probably less.
___c. The demand was probably the same.

5. The law of supply and demand states that prices rise with

___a. more products
_X_b. increased demand
___c. decreased demand

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 8:17 (7 questions)

Objective and Code: IA2.34

Explain the function of profit in the American economic system.

Grade Level: 3, Free Enterprise, Economics American History

Instructional Materials

Films

BB 525	Profits, Capital, Equipment, and Economic Growth
CC 535A-E	American Free Enterprise
CC 531 A	Mrs. Peabody's Beach
BB 522	Anatomy of Free Enterprise
	Free To Choose Series (M. Friedman)

Filmstrips

73-0669-01	How a Business Operates
73-0667-01	Understanding Our Economic System
	Enterprise-Texas Bureau of Economic Understanding

Instructional Kits

631234	Teaching Economics in American History

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Allow the students to select a product to be made and sold (cookies, candy, art objects, etc.) or a service to be sold. Lead them throught the processes of advertising, production, selling profit.

2. Teacher's Handbook for Hard Choices-J. F. Knebel - Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Assuming that the supply of a product remains constant as the demand for its increases, its price will normally:

___ a. fall
_X_ b. rise
___ c. stay the same
___ d. fluctuate.

2. The price of cameras is likely to be increased by:

___ a. more capital investment by producers.
___ b. a decrease in the demand for cameras.
_X_ c. a decrease in the supply of cameras.
___ d. new machines which reduce the cost of camera production.

3. Find the best example for the term

price competition

_X_ a. price war
___ b. price determination
___ c. price-fixing

government influence on price

___ a. supply and demand interaction
___ b. operation of retail stores
_X_ c. payment for reduction in acres farmed

4. In monopolies such as public utilities, which of the following must determine profit?

___ a. supply and demand
___ b. competition
_X_ c. government regulation
___ d. goal of monopoly

5. No business wishes to produce unless it receives enough money to cover costs and make a profit. Mark any example of costs that are necessary before a profit can be made.

___ a. wages
___ b. rent
___ c. utilities
___ d. advertising
_X_ e. all of the above

Objective and Code: IA2.35

Give examples of how the U.S. government influences the market.

Grade Level: 8, Free Enterprise, Economics Government

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films	
AC 526 B	Economics Game
BB 523	Productivity-Key to Progress
AB 503 B	The Federal Reserve System
CC 535 A	American Enterprise: Government
Filmstrips	
73-0667-01	Understanding Our Economic System
Instructional Kits	
631234	Teaching Economics in American History
062510	Economics and the Global Society

Activities

1. Have students trace a product (i.e. stero equipment) from production through distribution in the U.S. and another country.

2. Have students write the consumer protection agency asking about services provided.

3. Encourage students to trace the production and sale of wheat to foreign countries over the past five years.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Free enterprise advocates a limited role for government in the economy so as to

_X_a. protect individual freedom.
___b. guarantee price stability.
___c. equalize distribution of goods produced.
___d. assure increases in per capita economic output through federal planning.

2. "Externalities" refer to

_X_a. both costs and benefits of production not registered in the market place.
___b. costs firms pay for materials in addition to those incurred for raw materials.
___c. cost factors associated with resources location as opposed to resource transformation.
___d. regulatory activities of federal agencies.

3. Because of "externalities," the free market system

_X_a. may not achieve the optimum level of production of public or social goods.
___b. never overproduce any commodities.
___c. assure that each household receives an equal allocation of resources.
___d. depends on the government to identify items in short supply.

Objective and Code: IA2.36

Identify the three principle forms of business (e.g. corporation, partnership, individual ownership).

Grade Level: 8, Free Enterprise, Economics American History

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59=63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

CC 533 B	Fergi Goes Incorporated
BB 522	Anatomy of Free Enterprise
AC 526	Mixed Economy of the United States
CC 535 A-E	American Free Enterprise Series

Filmstrips

73-0667-01	Understanding Our Economic System

Instructional Kits

631434	Teaching Economics in American History
631197	Free Enterprise System

Gayle Weinberg's Free Enterprise Unit
Marshall ISD

Activities

1. Teacher's Handbook for Hard Choices - J.F. Knebel - Chapter 8, pp. 197-226. Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. A form of business in which one person receives the profit is an individual proprietorship.
2. A form of business in which a person buys stock and receives a dividend corporation.
3. A form of business in which there are usually two or three owners partnership.
4. A farming practice where rent is paid with money at the end of the year tenant farming.
5. A framing practice where rent is paid with a portion of the crop sharecropping.

Objective and Code: IA2.37

Describe the functions of financial institutions (e.g. banks, savings and loans companies).

Grade Level: 4, Free Enterprise, Economics

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films	
BC 505 B	Banks - Money Movers
AB 505 C	Banks and Credit
BB 515	Credit and Loans
BB 513	Wise Use of Credit
CB 503 A	Federal Reserve Bank and You
BC 505 A	Fred Meets A Bank
AC 501 J	What is Money?
Filmstrips	
73-0660-01	Consumer Credit
73-0669-01	How a Business Operates
73-0648-02	Money, Jobs and You
73-0667-01	Understanding Our Economic System
	A Guide to Savings and Checking Accounts
Instructional Kits	
631197	Free Enterprise

Activities

1. Take a field trip to the bank and/or savings and loan companies.

2. Have students open a savings account and bank account (simulation over several week's period.)

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. What is the function of the Federal Reserve Bank?

   Answer: They hold cash reserves for many commercial banks. A commercial bank can borrow cash from Federal Reserve Banks.

2. What is the function of commercial banks?

   Answer: To serve the public by specializing in checking acounts and short-term loans.

3. What is the function of a savings and loan association?

   Answer: Make the savings of their members available for the purchase of homes. Their primary activity is loaning money for residential real estate.

Matching.

a. banks which deal with member banks of the Federal Reserve System

b. amount of goods and services a monetary unit will buy

c. balance sheet

d. checking accounts

e. currency in banks plus deposits in Federal Reserve Banks

f. percentage of demand deposits which a bank must by law hold on reserve

g. commercial banks chartered by the federal government

h. paper money and coins

i. paper currency issued by the Federal Reserve System and backed by the United States government

j. balance which remains after subtracting liabilities from assets

_f_ 1. required reserves

_b_ 2. purchasing power

_h_ 3. currency

_j_ 4. net worth

_d_ 5. demand deposits

_e_ 6. bank reserves

_g_ 7. national banks

_a_ 8. Federal Reserve Banks

_i_ 9. Federal Reserve notes

Objective and Code: IA2.38

Explain the functions of competition in a market economy.

Grade Level: 4, Free Enterprise, Economics

Instructional Materials

Films

BB 522	Anatomy of Free Enterprise
BC 506 C	People on Market Street: Cost
BC 506 B	People on Market Street: Demand
BC 506 E	Market Clearing Price
	Fences and Gates-Texas Power and Light
	Free To Choose Series (M. Friedman)

Filmstrips

73-0668-01	Being a Consumer
73-0671-01	Consumer Process
73-0673-01	Economics for Primaries
73-0667-01	Understanding Our Economic System

Additional Materials

Simulation on Decision Making in a Competitive Economy - Social Education, January, 1980, pp. 24-28.

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp.183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Prepare a chart to show competing businesses producing the same goods and services.

2. List the functions of competition.

3. Discuss the disadvantages of the lack of competition in a market economy.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Define market economy.

   Answer: An economic system in which most industry is owned and operated by private citizens. In a market economy, decisions are made by individual producers and consumers through buying and selling in the market.

2. How do consumers make major decisions in our economy?

   Answer: Consumers influence decision making by purchasing and using goods and services and by looking for the best value for their money.

3. How do producers make major decisions in our economy?

   Answer: Producers take part in decision making when they compete with one another to produce more attractive products and try to earn the most profit with their products or services

4. The relationship between producers, consumers, and government that best characterizes a private enterprise economy is one in which:

___a. producers decide what to produce, government decides how it shall be produced, and consumers decide who shall receive the product.

_X_b. consumer spending leads producers to decide what shall be produced and how resources shall be used, and government seeks to prevent market abuses and protect the rights of private property.

___c. consumers decide what shall be produced, producers decide how best to produce it, and government decides who shall receive which products.

___d. government decides what shall be produced and how, and consumers and producers, as voters control the government.

5. In a private enterprise economy, the group which exercises the principal influence on the choice of goods produced over a long period of time is

___a. government
_X_b. consumers
___c. big business
___d. labor unions

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 8:08 (4 questions)

Objective and Code: IA2.39

Give examples of how government obtain and spends funds.

Grade Level: 2, 5, Economics, Government Free Enterprise

Instructional Materials

Films

AB 3105	Federal Taxation
AC 505 E	Gross National
AC 3114 C	Why We Have Taxes: The Town That Had No Policemen
	Free To Choose Series (M. Friedman)
	Government - American Enterprise Series by Modern Talking Picture Service
	Once Upon A Time - U. S. Chamber of Commerce

Filmstrips

73-0667-01	Understanding Our Economic System
73-0673-01	Economics for Primaries

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Draw pie graphs to show government revenue and expenditures.
2. Prepare a chart listing sources of government income and expenditures.
3. Collect news articles telling about government spending.
4. Prepare a list of the kinds of taxes you and your family pay.
5. List benefits you and your family receive from tax monies.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

b 1. proportional tax

d 2. progressive tax

f 3. regressive tax

a 4. surtax

c 5. exercise tax

a. income tax imposed on a corporation's income over $25,000.00

b. tax in which everybody pays the same percentage of total income taxes.

c. a tax imposed on the manufacture or sale of specific products

d. tax whereby a person with a high income pays a higher percentage of tax than a person with a low income

e. tax on donations of money or wealth

f. tax whereby a person with a low income pays a higher percentage of income taxes than a person with a higher income

g. tax levied to provide for social security benefits

6. What are the two biggest items in the Government budget?

Answer: Social security payments and veteran's benefits.

7. What is the next largest budget item?

Answer: The various kinds of social welfare programs.

8. Where does the largest share of government money come from?

Answer: Personal income taxes.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 7:08 (6 questions) and 8:11 (6 questions)

Objective and Code: IA2.40

Understand that there are many different kinds of markets.

Grade Level: 4, Economics, Free Enterprise

Instructional Materials

Films

AC 529 C	Public Market
BB 522	Anatomy of Free Enterprise
CC 535 D	American Enterprise: Organizations
BC 529 C	Money in the Marketplace
BC 506 C	People on Market Street: Cost

Filmstrips

73-0668-01	Being A Consumer The Marketplace You and the Marketplace
73-0673-01	Economics for Primaries
73-0669-01	How a Business Operates
73-0667-01	Understanding Our Economic System

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Prepare a chart to compare different types of markets.

2. Mini-research different kinds of markets.

3. Prepare illustrations to show goods and services produced in various markets.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Define market economy.

   Answer: An economic system in which most industry is owned and operated by private citizens. Decisions are made by individual producers and consumers through buying and selling.

2. Why is the American market economy often called a free enterprise system?

   Answer: Basically economically decisions are made by individuals acting in what they see as their own best interest.

3. Give at least three ways in which the term market is used.

   Answer: Describe places where goods and services are sold.
   Term used to describe all the possible buyers in a certain group or geographic area.
   When used to describe an economic system it is the whole process of exchanging goods and services.

Objective and Code: IA2.41

State the functions of a stock market.

Grade Level: Free Enterprise

Instructional Materials

Films

BB 506 Work of the Stock Exchange

Printed Materials

Teacher's Handbook for Hard Choices - J. F. Knebel, Chapter 8, "Business Organizations and the Securities Market" - Swift Publishing Company

Instructional Kits

Teaching American History in Economics

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253

Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348

Activities

1. Stock Market Game - Hankamer: School for Private Enterprise, Baylor University - 11 weeks at your own pace.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.

Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. A function of the stock market is to

___a. measure the health of the economy.
___b. sell stock for a profit.
_X_c. bring buyers and sellers together through a central mechanism.

2. A stock market helps stimulate

_X_a. trade
___b. production
___c. transportation

3. ____________ is to seller as trade is to production.

___a. Distributor
___b. Trader
_X_c. Consumer

4. Buyer is to seller as ____________ is to demand.

___a. production
___b. profit
_X_c. supply

5. Define the following terms:

   a. stock exchange
   b. market
   c. buyer
   d. seller
   e. supply
   f. stock broker
   g. demand

6. How is the final price of a product decided?

Objective and Code: IA2.42

List the functions of a labor union.

Grade Level: 2, 3, Free Enterprise Economics, American History

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.

Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

CC 1005 L Incredible Bread Machine
CC 535 A American Enterprise: Government
Free To Choose Series (M. Friedman)
Will There Always Be An England
Chamber of Commerce of the U.S.
1615 H. Street, N. W.
Washington, D.C. 20062
$25.00 for five days

Filmstrips

Labor Unions: Power to the People
Social Studies School Service $27.00

Printed Materials

Bread and Roses: The Struggle of American Labor, 1865-1915--Milton Meltzer
Mentor Press, 1967 $1.75

The American Labor Movement - Leon Litwack
Spectrum Eyewitness Series, 176 pp. $3.95

CIO and the Labor Movement--exhibits, information sheets, guide - Guidance Associates

Instructional Kits

Settle or Strike (simulation) Social Studies School Service $45.00

Strike (simulation) Social Studies School Service $16.00

Activities

1. Teacher's Handbook of Hard Choices - J. F. Knebel - Chapter 9, Swift Publishing Company

Evaluation Items:

d 1. automation

f 2. boycott

b 3. fringe benefits

j 4. lockout

a 5. open shop

i 6. picketing

e 7. blue-collar workers

g 8. technological unemployment

a. when union and nonunion workers work side by side

b. things like vacation pay, sick leave, and pensions

c. workers employed in offices

d. substitution of machines for workers

e. factory workers

f. efforts made by workers or consumers to stop people from buying from a company

g. workers without work because they do not have the skills or education for reemployment

h. refusal to work until management accepts demands of a union

i. workers parading in front of an employer's business in order to put pressure on the employer

j. company refusal to admit workers until its terms are accepted

Objective and Code: IA2.43

Identify factors that contribute to economic growth.

Grade Level: 5, 8, Free Enterprise Economics, American History

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp.183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BC 505 B	Banks: The Money Movers
AC 505 E	Gross National Product
AC 526	Mixed Economy of the United States
BB 525	Profits, Capita, Equipment and Economic Growth
	Sam's Song--So. Oil Company
CC 535 A-E	American Enterprise Series

Filmstrips

73-0673-01	Economics for Primaries
73-0669-01	How a Business Operates
73-0648-02	Money, Jobs and You
73-0667-01	Understanding Our Economic System
MM 106C-11	The Origins of America's Economy

Social Studies School Service
Box 802
Culver City, California 90230

Printed Materials

Economic Growth - free phamplet
Federal Reserve System

Instructional Kits

Teaching American History in Economics

Activities

1. Teacher's Handbook for Hard Choices - J. F. Knebel - Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Rapidly growing economics differ from slowly growing economics in that rapidly growing economics are always characterized by:

___a. a low rate of technological change.
___b. a slow rate of population growth.
_X_c. a high rate of savings and investment.
___d. an abundant supply of natural resources.

2. Economic growth is important because it:

_X_a. helps to solve the poverty problems.
___b. results in higher investment.
___c. starts the accelerator working.
___d. promotes inflation.

3. Often an economy operates at less than full employment. This is most likely to occur when:

___a. there is a scarcity of unskilled labor.
___b. there is an increase in competition within the economy.
___c. government spending decreases.
_X_d. total spending (aggregate demand) is inadequate.

4. At the equilibrium level of GNP:

___a. there is full employment.
_X_b. everything the economy produces is purchased.
___c. the size and skill of the work force is growing.
___d. assistance can be offered to underdeveloped nations.

5. _____________ are to American workers as guilds were to Europeans.

___a. Associations
___b. Coops
_X_c. Labor unions

Objective and Code: IA2.44

Describe how the market system solves the basic economic problems of what to produce, how much to produce, and for whom to produce.

Grade Level: 4, 6, Economics Free Enterprise

Instructional Materials

Films

BB 525	Profits, Capital, Equipment and Economic Growth
BB 522	Anatomy of Free Enterprise
CC 535 A-E	American Free Enterprise Series Free To Choose Series

Filmstrips

73-0668-01	Being A Consumer The Marketplace You and the Marketplace
73-0673-01	Economics for Primaries
73-0669-01	How A Business Operates
73-0648-02	Money, Jobs and You
73-0667-01	Understanding Our Economic System

Instructional Kits

631234	Teaching Economics in American History
630666	Everyday Economics
631197	Free Enterprise System

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p.34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Teacher's Handbook for Hard Choices-J. F. Knebel - Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, p. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331

Evaluation Items:

1. List five examples of products for which the demand was created by media advertising.

2. As the selling price for a product decreased, the demand for the product will

_X_ a. increase
___ b. decrease
___ c. stay the same

3. Demand increases when the price people are willing to pay for a product

_X_ a. decreases
___ b. increases
___ c. stay the same

4. What is market research?

5. Supply is to demand as production is to ______________.

___ a. sales
_X_ b. economic growth
___ c. inflation

Objective and Code: IA2.45

Explain the role of price in the American economy.

Grade Level:

Economics, Free Enterprise, American History, 4, 6

Instructional Materials

Films

BB 513	Wise Use of Credit
BC 506 A	People on Market Street: Wages and Production
CB 503 A	Federal Reserve Banks and You
AC 526	Mixed Economy of the U.S.
BC 501 C	Money: How Its Value Changes
BB 522	Anatomy of Free Enterprise
BC 501 H	World Without Money
BC 501 D	Money: How It Functions

Filmstrips

73-0666-01	How Money Works
73-0669-01	How A Business Operates
73-0667-01	Understanding Our Economic System

Instructional Kits

631197	Free Enterprise System
730624-N	Economics and the American Dream
630666	Everyday Economics
5-15 F	Bank Credit Cards
5-15 H	Flow and Control of Credit
5-15 B	Borrowing and Financing

Printed Materials

Teacher's Handbook for Hard Choices - J. F. Knebel - Chapter 4 "Getting the Act Together" - Swift Publishing Company

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Banking Game from Texas Bankers Association.

2. Investigating the Environment-"Land Use Decisions" Activity One - from Harris County Department of Education.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Assuming that the supply of a product remains constant as the damand for it increases, its price will normally:

___a. fall
_x_b. rise
___c. stay the same
___d. fluctuate

2. The price of cameras is likely to be increased by:

___a. more capital investment by producers.
___b. a decrease in the demand for cameras.
_X_c. a decrease in the supply of cameras.
___d. new machines which reduce the cost of camera production.

3. Price is to sales as __________ is to borrowing.

___a. consumer
___b. cash
_X_c. credit

True or False

4. The economic forces of supply and demand are the basic determiners of price. True

5. As the price of an article falls the quantity demanded generally falls. False

6. The price system helps determine who will get the available good and services. True

7. Price is

___a. the importance of a product.
_X_b. the cost of a good or service.
___c. the name given to all business transactions.

8. The equilibrium price is where

___a. buyers are unwilling to buy.
___b. sellers cut back production.
_X_c. buyers are willing to purchase the exact amount that seller are willing to offer for sale.

Objective and Code: IA2.46

Define the terms used to describe payment for the use of human resources, land, capital and risk taking (wages, rent, interest, profit).

Grade Level: 6, Free Enterprise Economics

Instructional Materials

Films

BC 501 C	Money: How Its Value Changes
BB 522	Anatomy of Free Enterprise
BC 506 A	People on Market Street: Wages and Production
AC 526	Mixed Economy of the U.S.
BC 506 B	People on Market Street: Demand
AC 529 A	Public Market
BC 506 C	People on Market Street: Costs
BC 535 D	American Enterprise: Organization
CC 535 C	American Enterprise: Land

Filmstrips

73-0673-01	Economics for Primaries
73-0667-01	Understanding Our Economic System

Additional Materials

List of Economic Vocabulayr and Concept List for Course Social Education, January, 1981, pp. 70-73.

Textbook Helps:

American Book:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Provide a vocabulary list for students to define terms.

2. Match terms used to describe payment with definitions.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic Books:	Grade 5, Unit e, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Loss is to ________ as money is to barter.

___a. profit
___b. credit
___c. sales

2. Which one of the following sentences tells HOW a man who owns a shoe store expects to make money?

___a. He gets the shoes free from the factory.
___b. He has his store close to the shoe factory.
_X_c. He makes or buys the shoes for LESS than he sells them.
___d. He makes or buys the shoes for MORE than he sells them.

3. Which of the following tells WHAT a man who owns a business must expect?

___a. low rent
_X_b. chance of loss as well as profit
___c. cooperation from other businesses
___d. easy access to materials

TRUE or FALSE

_T_4. Capital is money used to run the nation's industries; property or goods used in the production of other goods and services.

_T_5. Natural resources are those which exist without human labor having been used to produce them.

_T_6. Labor constitutes all forms of human effort, physical and mental, that provide value to finished products or services.

_T_7. As people borrow more and spend more, production increases, and more jobs are created.

_F_8. In order to grow, a nation does not have to use its resources to produce factories, heavy equipment, and other capital goods.

_T_9. An economy cannot grow if it uses all its productive resources to produce consumer goods, such as food and clothing.

Objective and Code: IA2.47

Identify and explain the various forms of taxes (e.g. sales, property, excise, income).

Grade Level: 2, Free Enterprise, Economics, Government, American History

Instructional Materials

Printed Materials

------ An Economics Primer for Educators
Texas Education Agency
Division of Curriculum Development
201 East 11th Street
Austin, Texas 78701

------ Teaching Economics in the Elementary Grade
Texas Education Agency

------ Teaching the Free Enterprise System in the Required Social Studies Courses
Texas Education Agency

------ National Awards Program for the Teaching of Economics
Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York

----- Economics for a Multicultural Society
American History (Grade 8-Unit 2)
Houston Independent School District
Houston, Texas

Textbook Helps:

American Book:	Grade 4, p. 276
MacMillan:	Grade 4, pp. 207, 271, 287.
Economy:	Grade 4, pp. 128-129, 131, 224
King Rudman:	Grade 5, pp. 161, 200-201, 204-205, 218, 237, 238, 256-257, 302, 346, 366, 417, 422.
American Book:	Grade 5, pp. 153, 159-166, 193--194, 253.
Houghton-Mifflin:	Grade 5, pp. 163-167, 369.

Activities

Allyn-Bacon:	Grade 5, pp. 208-212, 214, 236.
Ginn:	Grade 5, pp. 57-59, 64, 294.
Follett:	Grade 6, pp. 71, 88, 92, 112, 130, 161, 242, 280, 442.
Laidlaw:	Grade 6, pp. 285-286, 212, 195, 197, 67-68, 250-251, 253, 298, 336, 471.
Silver Burdett:	Grade 6, pp. 152, 210, 334-335, 415.
Ginn:	Grade 6, pp. 59, 63, 66, 137-138, 142, 170, 201.

Evaluation Items:

1. An income tax is "progressive" if

____a. the tax goes up as income goes down.
____b. the percentage of income paid as taxes increases as income increases.
____c. the percentage of income paid as taxes is the same regardless of the size of income.
____d. the tax rate goes down as income goes up.

2. A sales tax is a tax levied upon

____a. the owners of business.
____b. the sale of goods.
____c. the right to exchange goods.
____d. the ownership inherent in the purchase of goods

3. The principal source of revenue for local governments is

____a. general sales tax
____b. income tax
____c. property tax
____d. excise tax

4. An excise tax is

____a. a federal level tax levied on imported goods.
____b. a selective sales tax.
____c. an extra tax levied on goods to make taxes more equitable.
____d. that part of general tax revenue taken out for special purposes

Objective and Code: IA2.48

Recognize the freedom of individuals to join or not join in collective economic action.

Grade Level: 5, Economics
American History

Instructional Materials

AC 539 A	Public Market
AC 1021 B	Personal Services Industry
CC 536	Free To Choose Series - M. Friedman
---------	Will There Always Be An England Chamber of Commerce of the United States - $25.00

Printed Materials

---------	Economics - McDonald's Action Pack
---------	Teaher's Handbook for Hard Choices Julius Knebel - Sterling Swift Publishing Company
---------	Teaching Economics in American History - Joint Council on Economic Education

Instructional Kits

730225	What You Should Know Before You Go To Work

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Have students interview union and non-union workers from several career areas. Compare the points of view.
2. Trace the history of several union groups in the United States.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Freedom of enterprise refers to all of the following except:

___a. businesses' freedom to acquire resources they desire and for which they are able to pay
_X_b. businesses' freedom to acquire governmental regulation of "unfair" competition
___c. businesses' freedom to produce any product and offer it for sale at any price they desire
___d. businesses' freedom to invest in any way they please

2. Freedom of individual choise refers to all of the following except:

___a. individual's freedom to accept any job subject only to the limitations of their abilities
___b. individual's freedom to quit any job
_X_c. individual's freedom to use their own resources subject to no restraints whatever
___d. individula's freedom to buy any goods subject only to constraints of their own budgets

3. Americans generally have freedom in

___a. choosing the products and services they buy
___b. the jobs they seek
___c. the businesses they start
_X_d. all of the above

4. Almost all of the U.S. businesses firms are owned by the

___a. national government
___b. state government
_X_c. private citizens
___d. local government

5. Workers are free to choose and change jobs in the

_X_a. United States
___b. Cuba
___c. Soviet Union
___d. all of the above

True or False

_T_6. The free market means that Americans are free to buy any products they like.

Objective and Code: IB1.

Uses the senses.

Grade Level: All Levels

Textbook Helps:

Instructional Materials

Activities

1. Early Prevention of School Failure - Activity Cards for Parents.

Objective and Code: IB2.1

Utilize a variety of sources in seeking information.

Grade Level: All Levels

Instructional Materials

Films

AC 3285	Maps Are Fun
AC 1852 D	Learning to Observe

Printed Materials

------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
------	Citizenship Decision Making - Richar Remy - Addison=Wesley Publishing Company

Instructional Kits

630970	Maps Show the Earth
631240	How to Read a Map
631079	Learning to Use Maps

Additional Materials

"Pictures and Questions for Student Analysis" Social Education - November/December 1980, pp. 634-640.

Primary Document: The Zimmermann Telegram - Social Education - April 1981, pp. 266-269.

Primary Document Units from the National Archives - Social Education - April 1981 p. 266

Write: Education Division
National Archives and Records Service (GSA)
Washington, D.C. 20408

Textbook Helps:

American:	Grade 5, p. 167.
Laidlaw:	Grade 4, p. 176.
Scholastic:	Grade 4, pp. 89, 106, 136, 152, 264, Grade 5, Unit 7, p. 330, Grade 6, pp. 356-357
Scott Foresman:	Grade 4, Unit 5, Chapter 20, p. 214, Grade 6, Chapter 26, Lesson 1, pp. 309-311.

Activities

1. Visit the library and let the librarian explain sources of information.
2. Give list of sources of information and ask students to:
   - a. define each source.
   - b. list kinds of information located in each
   - c. write an example of each
3. Conduct a source hunt - like a scavenger hunt Give students kinds of information and ask them to find the best source in which to locate this information.
4. Write a short paper on a specific topic and use at least five different types of sources.
5. Barth Activities
   - No. 3, p. 178
   - 11, p. 196
   - 4, p. 106-108

Evaluation Items:

The Readers' Guide to Periodical Literature is an index to the articles published in more than 100 commonly used magazines. (Some school libraries have the Abridged Readers' Guide, which is the same except that it indexes fewer magazines.) Magazine articles are indexed in the Readers' Guide by subject and by author in one alphabetical list.

Besides the subject, title, and author's name, the Readers' Guide provides the following information about each article: (1) the name of the magazine in which the article appeared, (2) the number of the volume of the issue in which the article appeared, (3) the publication date of the issue in which the article appeared, (4) the page or pages of the magazine on which the article appeared, and (5) whether the article has pictures or other illustrations.

On the basis of the information given in the paragraph above, decide whether each of the following statements about the Readers' Guide is true or false.

1. The Readers' Guide is an index to magazine articles

___a. True
___b. False

2. The Readers' Guide lists articles under their subjects and under the names of their authors.

___a. True
___b. False

3. The subjects and authors in the Readers' Guide are listed in alphabetical order.

___a. True
___b. False

4. The Readers' Guide tells you the name of the magazine in which an article appeared.

___a. True
___b. False

Objective and Code: IB2.2

Explain the functions of geographic tools such as maps, globes and graphs.

Grade Level: 3,4,5,6, Geography

Instructional Materials

Films

AC 3285 E	Global Concepts in Maps
AC 2701 L	Latitude and Longitude and Time Zones
AC 2701 M	Latitude and Longitude and Time Zones
BC 3285 C	Maps, Coastal Symbols and Terms
BC 3285 L	Introducing Globes
VC 3590 V	Using Map Scales to Compute Air

Filmstrips

32-2 B	Map Symbols, Dots, and Lines
-------	Scholastic Social Studies Skills Series - "Maps" and "Globes"

Printed Materials

630346	Study Lessons in Map Reading I
------	World Geography - Follett Social Studies
630609	Know Your States I
------	Basic Geography Skills Social Studies School Service

Instructional Kits

------	Map Games - Geography

Additional Materials

Primary Source Document: Theme of Relocation of Americans with Japanese Ancestry - Social Education, May, 1981, pp. 354-355.

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 306-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Project GEOG - Region VII Education Service Center. (Source - Region XIII ESC)
2. Bring in resource people such as architects, engineers, airplane pilots, survey people and have them to bring the tools they work with such as maps, for the students to see.
3. Plan an imaginary trip in a hot air balloon. Brainstorm needs for the trip such as maps, compass, etc. and how to use them.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. What is a globe?

2. What is a symbol? Name 3 symbols often found on most maps.

3. What are graphics?

4. Which kind of graph best compares both amounts and time?

5. A road _____________ is to the traveler as a walking cane is to an old man.

_X_ a. map
___ b. graph
___ c. globe
___ d. symbol

Objective and Code: IB2.3

Identify different map projections.

Grade Level: 4, 5, 6, Geography

Instructional Materials

Films

AC 3285 E	Global Concepts in Maps
BC 3285 G	The Language of Maps
BC 3285 I	Mapping the Earth's Surface
BC 3285 B	Maps-Land Symbols and Terms
BC 3285 L	Introducing Globes
VC 3590 V	Using Map Scale to Compute Air

Filmstrips

631079	Learning to Use Maps

Printed Materials

630004	Readiness for Map Skills
630708	Map Skills Project Book
630709	Map Skills Project Book
------	The Cram Social Studies Conceptual Development Program
------	Map Skills Readiness Book Hammond Inc.
------	Basic Geography Skills - Milliken
------	The Scholastic Social Studies Skills Series

Instructional Kits

------	Using Maps and Globes - SSEC Data Book 3
------	Cassette Lessons Where and Why SSEC Data Book

Additional Materials

Research on American Cities using Chambers of Commerce - Social Education - November/December 1979, pp. 576-577.

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Unit 1, Chapter 1, Chapter 2, p. 34.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Units 1, 3, Unit 4, pp. 183-253, Unit 5.

Activities

1. Give students a world map and ask them to locate the following:
   a. the continents
   b. lines of longitude and latitude
   c. oceans
   d. hemispheres
   e. large cities of the world

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Unit 2, Chapters 5-8, pp. 321-348.
Laidlaw:	Grade 5, pp. 421-426, Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, Unit 3, pp. 17, 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, Unit 2, Chapters 8-9, pp. 325-331.

Evaluation Items:

1. Given a world map locate:

    a. the continents
    b. lines of longitude and latitude
    c. oceans
    d. hemispheres
    e. large cities of the world

2. A city is to a state as a state is to a ________________.

____ a. world
__X__ b. nation
____ c. town
____ d. continent

3. What type of projection would show you the most accurate picture of the Greenland?

__X__ a. northern polar projection
____ b. mer cator projection
____ c. graphic - relief map

4. Which of these would give you the most accurate view of the world?

____ a. flat surface map
____ b. mer cator projection
__X__ c. globe

Objective and Code: IB2.4

Gather and report information accurately.

Grade Level: All Levels

Instructional Materials

Films

AC 934 A	Am I Dependable
CD 3492 D	Children's Museum
CC 948 C	Despite Man's Differences
BC 1825	Dragon Stew
23-153 A	Christman Through the Ages
23-141	Children of Early America
23-142	Children of Pioneer Times

Printed Materials

------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company

Instructional Kits

630970	Maps Show the Earth
631240	How To Read a Map
631079	Learning to Use Maps

Textbook Helps:

American:	Grade 5, p. 167.
Laidlaw:	Grade 4, p. 176.
Scholastic:	Grade 4, pp. 89, 106, 136, 152, 264, Grade 5, Unit 7, p. 330, Grade 6, pp. 356-357
Scott Foresman:	Grade 4, Unit 5, Chapter 20, p. 214, Grade 6, Chapter 26, Lesson 1, pp. 309-311.

Activities

1. Barth Activities
   No. 1, p. 46
   4, p. 106

Additional Materials

Mapping Lesson for Elementary - Social Education - March, 1979, pp. 220-221.

World GEOG Lessons with Research - Social Education - January 1979, pp. 34-35.

Evaluation Items:

1. A ____________ ______________ is a type of graph that uses bar shapes to compare quantities or amounts.

___a. circle graph
___b. line graph
_X_c. bar graph

2. A _______________ tells the meaning of the symbols used on a map.

___a. compass
_X_b. map key
___c. symbol

3. A pictograph is a type of graph that uses pictures to stand for the objectives recorded.

_X_a. True
___b. False

4. A glossary is a dictionary found in the front of the textbook.

___a. True
_X_b. False

Textbook Helps:

Objective and Code: IB2.5

Demonstrate skills necessary to acquire information: (1) using direct observation; (2) using questions; and (3) using prepared sources.

Grade Level: All Levels

Instructional Materials

Printed Materials

------ Unit Plan by Louis Easton - Nostalgia and the Interview - Thematic units in Teaching English and the Humanities - Second Supplement National Council of Teachers of English

------ Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company, 1979

Additional Materials

Lesson on Question Charts - Social Education, April 1981, p. 275.

Interview of Historical Character Lesson - Social Education, October 1980, p. 519.

Primary Source Document - Social Education - March, 1979, pp. 198-199.

Classroom Graphs on Population Information for Children Social Education - January, 1979, pp. 40-50

Activities

1. Scholastic Social Studies Skills Program

2. Barth Activities
   No. 2, p. 23
   No. 3, p. 23
   No. 4, p. 23
   No. 6, p. 24
   No. 7, p. 24
   No. 8, p. 24
   No. 9, p. 24

3. Global Issues: Activities and Resources for the High School Teacher by K.A. Switzer and P.T. Mulloy - Social Science Education Consortium

4. Food and Hunger: 33 Activities - Center for Teaching International Relations

5. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Evaluation Items:

Textbook Helps:

Objective and Code: IB2.6

Demonstrate skills necessary to use information comparing, classifying, conceptualizing, inferring, hypothesizing, imagining, and evaluating.

Grade Level: All Levels

Instructional Materials

Printed Materials

------ United States Settlement - Harris County Department of Education Houston, Texas

------ Unit plan by Louis Easton - Nostalgia and the Interview - Thematic Units in Teaching English and the Humanities-Second Supplement National Council of Teachers of English

------ Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company, 1979

Activities

1. Scholastic Social Studies Skills Program

2. Barth Activities:

   No. 2, p. 23
   No. 3, p. 23
   No. 4, p. 23
   No. 6, p. 24
   No. 7, p. 24
   No. 8, p. 24
   No. 9, p. 24

3. Global Issues: Activities and Resources for the High School Teacher - K.A. Switzer and P.T. Mulloy - Social Science Education Consortium.

4. Food and Hunger: 33 Activities - Center for Teaching International Relations.

5. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Evaluation Items:

Objective and Code: IB3.1

Use specific coordinates to locate places on maps and globes.

Grade Level: 3,4,6, World Geography

Instructional Materials

Films

BC 3285	Map Skills: Understanding Latitude
BC 3285	Map Skills: Understanding Longitude
AC 3285 E	Global Concepts in Maps
BC 3285 L	Introducing Globes

Filmstrips

32-3 E	Locating Places on the Map
32-2 B	Map Symbols Dots and Lines

Printed Materials

------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
------	Maps and Globes - Scholastic Book Company

Instructional Kits

630970	Maps Show the Earth
631240	How to Read a Map
631079	Learning to Use Maps

Textbook Helps:

American:	Grade 4, Chapter 1, pp. 3-35
Harcourt:	Grade 4, Chapter 1, pp. 35-47, pp. 304, 347, 349, 355.
Houghton:	Grade 4, Lesson 3, pp. 29-40 Building Map Skills pp, 442-450.
Laidlaw:	Grade 4, Chapter 1, pp. 10-28.
Scholastic:	Grade 4, Skill Builder, pp. 12-15.

Activities

1. Have students locate lines of latitude and longitude using individual maps.
2. Locate directions on maps with the teacher calling the directions.

TEXTBOOK HELPS:

Scott Foresman:	Grade 4, Lesson 1, pp. 16-17 Lesson 2, pp. 18-19, 21-25.

Evaluation Items:

1. Write the approximatele latitude and longitude for the following countries:

   a. United States
   b. South America
   c. Africa
   d. Russia
   e. England
   f. Australia
   g. France
   h. North Pole
   i. South Pole
   j. Ireland

Objective and Code: IB3.2

Accept or reject the application of a rule for governing a new situation.

Grade Level: 4, 7, World Geography

Instructional Materials

Films	
AC 1918 A	Critical Thinking
AC 1908 S	Listening Skills - An Introduction
BC 1919 L	Listening Between the Lines
Filmstrips	
31-12 D	Community Solves a Problem
20- 7 N	Deductive Reasoning
19-70	Looking Things Up
Printed Materials	
-------	Scholastic Social Studies Skills Program
-------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.
Instructional Kits	
-------	The Magic Circle Series - Human Development Program

Textbook Helps:

Activities

1. Barth Activities
   No. 4, p. 240
   No. 3, p. 119
   No. 1, p. 93
   No. 14, p. 270
   No. 2, p. 55
   No. 3, p. 55
2. Citizen Me - Grade 6, Lesson 2
3. Write a paragraph on why it is better to say no sometimes.
4. Write a paragraph on why do we say yes when we should say no.
5. Show that facts can be proven and opinions can not.

Evaluation Items:

True or False

T 1. If you say no, you should mean it.

T 2. When you say what you mean and mean what you say, it makes life easier for all involved.

T 3. It is better to say no sometimes.

F 4. You should get mad if someone says no to you.

T 5. Cities can become prosperous and offer an enduring environment or it can wither or decay.

T 6. Facts can be demonstrated.

F 7. Opinions can be proven.

T 8. Let others do what they should for themselves.

T 9. Listening is sometimes difficult.

F 10. You should let feelings control your attitude.

11. Sue, who loves animals and hopes to become a veterinarian, was a member of a 4-H Club. For a project she decided to raise a calf. When people in the neighborhood complained to the police, Sue was informed that she could not keep a calf in the city because it was against the law. She was discouraged and angry and decided to quit the 4-H Club. What is the best solution Sue might have tried in order to solve her problem?

___a. asked her family to move to the country so that she could raise the calf
___b. keep the calf and raise it in the city
X c. tried to find a place outside the city where she could have kept and raised the calf
___d. avoided choosing any 4-H Club project

Objective and Code: IB3.3

Question stereotypes which represent an oversimplified or incorrect opinion, attitude or uncritical judgement of individuals, groups, issues, or events.

Grade Level: 3, 5, 7, American History

Instructional Materials

Films

CC 6200 M	Bill Cosby on Prejudice
BC 6200 N	Minorities
AC 1918 A	Critical Thinking
AC 1980 S	Listening Skills - An Introduction
BC 1919 L	Listening Between the Lines

Filmstrips

31-12 D	Community Solves a Problem
20- 7 N	Deductive Reasoning
19-70	Looking Things Up

Printed Materials

-------	Programs from the Institute of Texas Culture - San Antonio, Texas

Instructional Kits

-------	The Magic Circle Series - Human Development Programs
630964	What is Prejudice?
630871	Children Around the World
630960	Minorities Have Made America Great

Additional Materials

Lesson on Stereotyping (using dinosaur riddles) Social Education - February 1981, pp. 126-130.

Lesson on Stereotyping (employment of married women) Social Education - February 1981, pp. 134-136.

American History Background Information to Prevent Stereotyping - Social Education, October 1980, pp. 452-481.

Textbook Helps:

American:	Grade 5, p. 229.
Harcourt:	Grade 6, Chapter 1, pp. 3-10
Houghton:	Grade 5, pp. 248-259, Grade 6, pp. 90-99.
Laidlaw:	Grade 5, Chapter 23, p. 420, Grade 6, pp, 410-411.
Scholastic:	Grade 4, p. 264.
Scott Foresman:	Grade 5, pp. 43-49.

Activities

1. Barth Activities
   No. 7, p. 158
   No. 1, p. 159
   No. 15, p. 199
   No. 8, p. 263
   No. 5, p. 235
2. Images of China-Center for International Relations - unit on stereotyping.
3. Teaching About Perception: The Arabs - Center for International Relations.
4. Teaching About Ethnic Conflict - Center for International Relations-University of Denver.

Evaluation Items:

1. France works for the Correlli Trucking Company on the loading dock with five other men, all of whom are Italian-Americans. Because of increased business, James is hired to work with them. James is not an Italian-American, and Franco is upset because another Italian-American was not hired. Franco refuses to speak to James except when it is necessary to get the job done. Which one of the following describes the most likely result if Franco's behavior does not change?

___a. Franco's attitude will not bother James at all.
_X_b. James will develop a dislike for Franco.
___c. Franco will get to know James and begin to like him.
___d. James will make a greater effort to become friends with Franco.

2. Which one of the following statements describes what might happen if the people of one race are prejudiced against the people of a different race?

___a. Communications will increase between the people of different races.
___b. People of different races will like each other better.
___c. Clashes between the people of different races will decrease.
_X_d. Understanding between people of different races will be hard to achieve.

3. Lalitha came to the United States as the bride of a serviceman who had been stationed in Southeast Asia. She got a job at a watch factory and worked near five other women who did the same job. Lalitha spoke English well, but the other women avoided her and did not include her in their conversations. How would this affect Lalitha's attitude toward work? Select the most probable effect.

___a. She would probably like her work better since she was never interrupted.
_X_b. She would probably like her work less because she felt alone.
___c. This would probably have no effect on her work attitude since she worked independently of the other women.

Additional test items many be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 5:10 (7 questions) and 5:11 (3 questions).

Textbook Helps:

Objective and Code: IB3.4

Transfer learning from one situation to another.

Grade Level: 2, 4, 6

Instructional Materials

Films	
AC 935 N	Snowwhite: A Lesson in Cooperation
BC 2375 A	All By Myself
AC 615 G	Clay Comes Alive
BC 2375 S	How Do You Know
AC 1918 A	How To Judge Facts
AC 2360 J	Look, Listen and Learn
AC 3285	Maps Are Fun
BC 1923 A	Reading and Critical Thinking
Printed Materials	
---------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.
Instructional Kits	
---------	The Magic Circle Series
630972	Where and Why

Activities

1. Barth Activities
   No. 2, p. 300
2. Overview: TLW participants in making graphs of information about self and classmates. Materials needed: Tagboard, heavy paper strips, ribbon or yarn, glue, tape, and/or push pins, construction paper. Procedure: In small groups or pairs, have children measure heights with strips, ribbons or yarn to prepare a "How Tall" graph. A more detailed graph, "Who Am I" could record names, height, weight, and color of eyes and hair, corresponding construction colors to the latter two. Lead class to discover the usefulness of graphs to find many kinds of information: Evaluation: Participation.
3. TLW participate in making salt relief maps of the Mayflower journey. Materials needed: Salt mixture (2 cups salt, 2 cups flour, 1½ cups water.) large cardboard or box lid, tempera paints, felt markers, brushes, clay, walnut shell, toothpick and paper. Procedure: Make salt mixture, spread on cardboard. Build up New England and "old" England shores leaving flat areas for Atlantic Ocean. After map is dry, paint and label ocean and the two Plymouths. Mark number of miles and days as you mark course. Sail Mayflower made from shell, dab of clay, and toothpick flag. Evaluation: participation.

Evaluation Items:

1. If you enjoy feeling accepted, you might do which of the following for a new classmate?

_X_a. ask them to do something you enjoy
_X_b. admit that you have been lonely at times
___c. act lonely
___d. tell them they look lonely

2. Since kids your age spend money for entertainment, which of the following enterprises should be profitable?

_X_a. a sports activity
___b. selling cards
_X_c. a variety show
___d. car wash

3. If facing north, east is to your right, where would you locate west? To your left. South? South? Parallel down from north

4. Graphs which chart information may help in map reading in which of the following ways?

_X_a. symbols or words representing information
___b. no purpose states
_X_c. scales determined

5. Since name calling can cause hurt feelings, which of the following might correct the trouble?

_X_a. give pleasant nicknames
___b. repeat nicknames that have hurt you
_X_c. use nicknames only with someone you know well
_X_d. make agreements about use of nicknames

Objective and Code: IB3.5

Apply new information accurately.

Textbook Helps:

Grade Level: All Levels

Instructional Materials

Printed Materials

------ Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company, 1979

Activities

1. Scholastic Social Studies Skills Program.
2. Barth Activities:
   No. 4, p. 106
3. Global Issues: Activities and Resources for the High School Teacher by K.A. Switzer and P.T. Mulloy - Social Science Education Consortium
4. Food and Hunger: 33 Activities - Center for Teaching International Relations.
5. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium.

Evaluation Items:

Objective and Code: IB3.6

Apply interview skills.

Textbook Helps:

Grade Level: All Levels

Instructional Materials

Printed Materials

------ Thematic Units in Teaching English and the Humanities-Second Supplemen "Nostalgia and the Interview" by Louis Easton - National Council of Teachers of English

Activities

1. Barth Activities:
   No. 6, p. 68
   No. 1, p. 93

Evaluation Items:

Objective and Code: IB3.7

Formulate, according to the situation, a summary, value, or cause/effect generalization.

Grade Level: All Levels, Political Science

Instructional Materials

Films

AC 1918 A	Critical Thinking
AC 1908 S	Listening Skills - An Introduction
BC 1929 L	Listening Between the Lines

Filmstrips

31-12 D	Community Solves a Problem
20- 7 N	Deductive Reasoning
19-70	Looking Things Up

Printed Materials

-------	Scholastic Social Studies Skills Program
-------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.

Instructional Kits

-------	The Magic Circle Series - Human Development Program

Textbook Helps:

American:	Grade 5, Chapter 14, p. 347.
Follett:	Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt:	Grade 4, Thinking Skills, Grade 5, Practicing Skills.
Houghton:	Grade 5, Unit 1, pp. 22, 51, 80.
Laidlaw:	Grade 4, pp. 271, 292, 306, 311, Grade 5, Concepts and Understandings

Activities

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 264, Grade 5, Unit 4, p. 188, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 294.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316.

1. Have students take opposite sides of an event and research the viewpoints of each. Design specific events for questions (i.e. account of U.S. hostages in Iran.) Develop a summary of positions.

2. Read "eye witness accounts" of events. Develop different points of view, generalizations and summaries.

Evaluation Items:

1. Which one of the following statements describes a situation where a job was discontinued due to improved technology and caused workers to need retraining?

___a. Workers were laid off when sales dropped.
___b. Sandy Clark left her summer job in the Clark Dairy to return to college.
___c. The nurses received the new equipment they had ordered.
_X_d. Buddy Hayes went to night school after losing his job as a seam stitcher when the last company making shoes by hand changed to machine stitching.

2. The Reserve Chemical Company recently added a computer to its bookkeeping department in order to summarize sales and trends very rapidly. Which one of the following statements bese describes how this change would likely affect employees of Reserve Chemical?

___a. Extra bookkeepers would be hired.
_X_b. Some employees in the department would be retrained and some replaced by people with computer training.
___c. There would be more bookkeeping done by hand.
___d. Personnel in other departments would not be affected by the change in the bookkeeping department.

3. Which one of the examples below shoes how technology has eliminated some jobs, causing a need for workers to retrain?

___a. Construction workers need to learn to use new products like plastics and foam.
___b. New products such as the transistor have caused a change in the ways equipment is repaired.
_X_c. Many places use computers to do some of the work their bookkeepers and accountants used to do
___d. The government cuts in the space program have eliminated the jobs of many engineers in the program.

4. The circumstances are to the excuse as the teacher's discipline choice is to the

_X_a. punishment
___b. absentee
___c. reward

Objective and Code: IB3.8

Obtain and use pertinent information for performing citizenship tasks.

Grade Level: All Levels, Political Science

Instructional Materials

Films

BC 3128	The Bill of Rights Series
BC 909 K	To Be the Most You Can Be
BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 A	The Project
BC 613 F	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws and You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws

Printed Materials

631244	Awareness Activities for Social Awareness
------	Pattern of Healthful Living - Harris County Department of Education - Houston, Texas
------	Activities for Developing Positive Self-Awareness
------	The Ready-Set-Grow Series - Word, Inc.
------	TA for Everybody Series
------	100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents
------	Multicultural Teaching: A Handbook of Activities, Information, and Resources

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150., Grade 5, Chapter 14, p. 347
Follett:	Grade 5, Unit 7, p. 173.
Harcourt:	Grade 5, Unit 4, p. 183.
Houghton:	Grade 4, Unit 2, Lesson 5, pp. 92-97, Unit 5, Lesson 3, p. 289-315, Grade 5, Unit 1, Lessons 9-10, pp. 64-81.

Activities

1. Citizen Me, Grades 1-6.
2. Citizenship Decision Making - Richard Remy Addison-Wesley Publishing Company
3. Scholastic Social Studies Skills Series.

TEXTBOOK HELPS:

Scholastic:	Grade 4, pp. 37-39, 66, Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, Chapter 18, p. 312.
Scott Foresman:	Grade 4, Unit 3, Chapter 13, pp. 134-146, Grade 5, Unit 7, Chapter 30, pp. 334-337, Chapter 32, pp. 351-358.

Instructional Kits

630777	I Talk, I Think, I Reason
730609	The Be Informed Series
631237	My Friends and Me
631235	Being Courteous, Being Considerate
631067	Sing a Song of People
631082	Living With Others
630803	Practicing Good Citizenship
630876	They Need Me

Evaluation Items:

1. Select the statement that describes the most important effect of voting in the United States.

___a. to keep the people informed about what is happening in the government
___b. to find out how many registered voters there are in the country
_X_c. to keep the governmental system working according to the wishes of the people
___d. to allow people to support a political party

2. Helen and her neighbor have a problem. When it rains, the streets in their neighborhood flood. If a storm sewer were put in, the rainwater would run into the river instead of flooding the streets. Which one of the following would be the first step to take?

___a. wait for the idea to be thought of by a local official
_X_b. submit a complaint to the local officials
___c. demonstrate in front of the courthouse
___d. go on TV to broadcast the problem

Objective and Code: IB3.9

Apply generalizations accurately.

Grade Level: All Levels, American History

Instructional Materials

Films	
AC 1918 A	Critical Thinking
AC 1908 S	Listening Skills - An Introduction
BC 1929 L	Listening Between the Lines
Filmstrips	
31-12 D	Community Solves a Problem
20- 7 N	Deductive Reasoning
19-70	Looking Things Up
Instructional Kits	
-------	The Magic Circle Series - Human Development Program

Textbook Helps:

American:	Grade 5, Chapter 14, p. 347.
Follett:	Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt:	Grade 4, Thinking Skills, Grade 5, Practicing Skills.
Houghton:	Grade 5, Unit 1, pp. 22, 51, 80.
Laidlaw:	Grade 4, pp.271, 292, 306, 311, Grade 5, Concepts and Understandings

Activities

1. Define: inferences, observations, data, interpretation, bias, and advertising. Then discuss relationship of information and the source of it's origin.
2. Consumer guidelines as outlined by students for products they want. Brainstorm.
3. Role play and debate with one male and one female on each team with the teacher to clarify between facts and opinion generalizations.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 264, Grade 5, Unit 4, p. 188, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 294.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316.

Evaluation Items:

1. Select the statement which BEST describes what will happen in our society if the people do not work.

____a. Our society will have more goods and services.
____b. Our society will have fewer responsibilities.
____c. Our society will pay lower taxes.
__X__d. Our society will bear the cost of supporting those people who do not work.

2. Which one of the following do you think would happen if someone in our society chose not to work?

____a. He/she would be forced to move to another city.
____b. He/she would not be able to keep informed on current events.
__X__c. He/she would not feel the same sense of contributing to the community as those individuals who did work.
____d. His/her neighbors would be jealous and would force him/her to take a job.

3. Which one of the statements below describes what most likely will happen to a person who does not work?

____a. If he/she is able to work and will not, he/she will be arrested.
__X__b. He/she will not be able to afford things he/she needs or wants.
____c. He/she will become ill due to lack of activity.
____d. He/she will not be allowed to vote in federal elections.

Objective and Code: IB3.10

Apply research skills to verify or challenge the validity of rules, laws, principles, generalizations, or decisions.

Grade Level: All Levels, World History

Textbook Helps:

American:	Grade 5, p. 167.
Laidlaw:	Grade 4, p. 176.
Scholastic:	Grade 4, pp. 89, 106, 136, 152, 264, Grade 5, Unit 7, p. 330, Grade 6, pp. 356-357
Scott Foresman:	Grade 4, Unit 5, Chapter 20, p. 214, Grade 6, Chapter 26, Lesson 1, p. 309-311.

Instructional Materials

Films	
AC 1918 A	Critical Thinking
BC 1929 L	Listening Between the Lines
AC 1908 A	Listening Skills - An Introduction
Filmstrips	
31-12 D	Community Solves a Problem
20- 7 N	Deductive Reasoning
19-70	Looking Things Up
Printed Materials	
-------	GEOG - Region VII Education Service Center
-------	Scholastic Social Studies Skills
-------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.
Instructional Kits	
-------	The Magic Circle Series - Human Development Program

Activities

1. Barth Activities
   No. 11, p. 196
   No. 12, p. 197
   No. 7, p. 224
   No. 2, p. 52
   No. 3, p. 53
2. Have students read three different newspaper accounts of the same event.

Evaluation Items:

1. NOTE TO THE TEACHER: For this exercise the student will need access to a desk dictionary, a world atlas, and the "E" volume of the encyclopedia.

Books that contain useful information about many different subjects are called general reference books. Four common kinds of general reference books are (1) dictionaries, (2) encyclopedias, (3) almanacs, and (4) atlases. Each of thest books is used for a different purpose. The key to making good use of these books is knowing which one of them can give you the information you need.

For example, suppose you were assigned to write a paper about England. Three general reference books are available for you to use: a dictionary, an atlas, and an encyclopedia. Look up "England" in each of these books. The answer the following questions about what you find.

a. In which two of these books is "England" listed in alphabetical order with other subjects?

____________________ ____________________

b. Which one of these books mainly contains maps?

____

c. Which one of these books contains the longest written description of England?

____

d. Which one of these books contains the shortest written description of England?

____

2. The 55 mile an hour speed limit is to gas consumption as an absentee record is to

___ a. daily attendance
_X_ b. learner performance
___ c. socializing

Objective and Code: 1B3.11

Describe the influence of major world religions on the history of world civilization.

Grade Level: 6, World History, Sociology, World Geography

Instructional Materials

Films

BC 3219 B	Israel-A Nation is Born

Filmstrips

------	Religions of the World Social Studies School Service
------	The World's Great Religions

Printed Materials

------	The Great Religions by Which Men Live - Social Studies School Service
------	Major World Religions Series
------	Teaching About Conflict: Northern Ireland - Center for Teaching International Relations - University of Denver, Denver, Colorado 80208

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165, Grade 5, pp. 89, 122-127, Grade 6, pp. 192-200.
Follett:	Grade 5, pp. 118-119, 152-153, Grade 6, pp. 183-194.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, pp. 5-8, 29-31, 121-123, 178-182 Unit 5, p. 259, Unit 6, p. 305, Grade 6, pp. 154-160, 280.

Activities

1. Identify ten cultures and their religions. Compare them.
2. Examine the similarities and differences in major world religions.

TEXTBOOK HELPS:

Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, 94-103, 125-143. Grade 6, Unit 6, Lesson 2, pp. 291-299, 383-395.
Laidlaw:	Grade 5, pp. 64, 78-79, 135-137, 141, 159, 172, 247.
Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, pp. 99 120-121, 130, Unit 8, p. 378 Grade 6, pp. 80, 97-98, 104-105, 108-109, 179-180, 187-189, 196, 308-309.
Scott Foresman:	Grade 4, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3, p. 257, Unit 3, Chapters 9-10, Grade 5, Chapter 8, p. 98, Grade 6, Chapter 3, Chapter 23, pp. 265-279.

Evaluation Items:

1. A Buddist religious concept is

___a. Ten Commandments
___b. Caste System
___c. Wheel of Rebirth

2. Christianity was originated in

___a. Asia
___b. Europe
___b. Middle East

3. The book by which the Moslem live is

___a. The Koran
___b. Holy Bible

4. The Holy Bible is to Christianity as the Koran is to ______Islam

Objective and Code: IB3.12

Cite examples of the impact of science, technology, and industrialization on the nations of the world.

Grade Level: 6, World History, Economics, Free Enterprise, Geography

Textbook Helps:

American:	Grade 4, Chapter 5, pp. 132, 136-141, Grade 5, Chapter 10, p. 244, Chapter 12, p. 290, Grade 6, Chapter 13, pp. 272-289.
Follett:	Grade 4, Unit 5-6, pp. 200-277, Grade 5, Units 13-15, pp. 335-385.
Harcourt:	Grade 5, Unit 5, p. 259, Unit 6, p. 305.

Instructional Materials

Films

CC 3316 B	American Parade: Second Revolution
BC 3220 F	Trade Between Nations
BC 3280 P	Mideast: Economic Development
BC 3104 B	Trends
BC 3280 T	Oil and Sudden Wealth
BC 3280 V	Middle East Journey to the Future
BC 3278 C	Saudia Arabia
BC 3280 X	Iran
CC 3212 S	China: An End to Isolation
BC 3216 D	South America: Widening Gap

Filmstrips

631233 Economics of the Energy Problem

Printed Materials

------ Greenhaven World History Program
Great Revolution Booklets
Greenhaven, 1980
Social Studies School Service

------ The EVA Scientific Revolution and Industrial Revolution Filmstrip programs.
Social Studies School Service

Additional Materials

Lessons and Helps on Technology and Social Studies - Social Education - October 1979, pp. 420-455.

Activities

1. Barth Activities:
No. 19 p. 274
20 p. 275
22 p. 276
23 p. 276
24 p. 277
4 p. 240

TEXTBOOK HELPS:

Houghton-Mifflin:	Grade 4, Unit 3, p. 140, Unit 4, pp. 206-207, Grade 5, Unit 5, pp. 218-230, pp. 332-344, Grade 6, Chapters 4-8, p. 245.
Laidlaw:	Grade 5, Chapter 20, p. 362, Grade 6, pp. 131-132.
Scholastic Books:	Grade 5, Unit 6, p. 384, Grade 6, pp. 20-21.
Scott Foresman:	Grade 4, Unit 7, pp. 296-307, Grade 5, pp. 292-301, 172-176, Grade 6, pp. 41-49.

Evaluation Items:

1. How has the discovery of oil affected the power of the Middle Eastern countries?

2. What was the international impact of "Sputnik"?

3. How did Eli Whitney's interchangeable parts idea affect American industrialization?

4. Because of the technical skills of many immigrants to Israel, their economy is

___ a. gradually improving.
___ b. staying the same.
X c. one of the most advanced in the world.

5. One of the reasons most nations have difficulty in improving the standard of living is

X a. lack of money and machines for industrialization.
___ b. the people are lazy.
___ c. the government is indifferent to economic advances.

6. Because of advances in science China has practically wiped out

___ a. malaria.
___ b. veneral diseases.
___ c. cholera.
X d. all of these.

True or False

T 7. Oil has raised the standard of living in many Middle Eastern countries.

F 8. Because of increased industrialization and urbanization Japanese families are becoming larger.

Objective and Code: IB3.13

Identify symbols of the U.S.

Grade Level: 1-3, 5

Textbook Helps:

Houghton Mifflin:	Grade 5, pp. 210-211
Laidlaw:	Grade 5, p. 231
Scholastic Books:	Grade 5, p. 227

Instructional Materials

Films

BC 3325 A	American Flag
BC 3308 C	The Declaration of Independence
CC 3306 B	Constitution: Compromise that Makes a Nation
BC 3306 A	Constitution: Guardian of Liberty
BC 3128 H	Bill of Rights in Action
AC 3133 C	Pledge of Allegiance

Filmstrips

31-22 E	Our National Anthem

Instructional Kits

630635	The Story of Our Flag

Activities

1. You, as a teacher, might use pictures and have the students color it and write the answer to the questions on the back of it.
2. Barth Activity
   No. 8, p. 49 (K-3)

Evaluation Items:

1. Tell how each of the following is a symbol of America.

   the flag
   the eagle
   the Statue of Liberty
   the capitol
   Liberty Bell

2. The Statue of Liberty is to New York as ____________ is to Philadelphia.

___a. Declaration of Independence
_X_b. Liberty Bell
___c. Capitol

3. Betsv Ross is to the ___________ as Thomas Jefferson is to the Declaration of Independence.

___a. Liberty Bell
___b. dollar
_X_c. flag

Objective and Code: IB3.14

Recognize important historical documents of the U.S.

Grade Level: 2, 5, 8, American History, Government

Textbook Helps:

American Book:	Grade 5, pp. 168-169, 176.
Follett:	Grade 5, Unit 7, p. 173.
Houghton:	Grade 5, p. 73.
Scholastic:	Grade 5, pp. 168-169, 172-181, 184, 268.
Scott Foresman:	Grade 5, p. 149.
Laidlaw:	Grade 5, pp. 136, 232-235, 237-238, 242-246, 247, 281, 286, 331, 372, 449

Instructional Materials

Films

BC 3308 D	We Hold These Truths
BB 3308	Our Declaration of Independence
BC 3128 H	Bill of Rights in Action
BB 3314	Bill of Rights
BC 3306 A	Constitution: Guardian of Liberty
CC 3306 B	Constitution: Compromise That Makes A Nation

Printed Materials

631122	The Meaning of the Constitution

Instructional Kits

VC 3127	Justice, Liberty, and Law

Activities

1. Barth Activities
   No. 6, p. 298-299
   9, p. 140

Evaluation Items:

Match the document with the items. You may use the documents more than once.

1. Written by Thomas Jefferson ________
2. Contains reasons for break with England ________
3. Lists basic beliefs about rights of man ________
4. Adapted in 1789 ________
5. Is supreme law of the land ________
6. Is the blueprint for our government ________
7. Contains a list of freedoms ________
8. Was added to preserve liberties ________
9. Contains ten divisions and many items. ________

a. Declaration of Independence
b. Constitution
c. Bill of Rights

1. The ______________ is to the U.S. as the Magna Carta is to England.

___a. Declaration of Independence
_X_b. Constitution
___c. Fundamental Orders of Connecticut

2. The first American Flag was claimed to be made by

___a. Susan B. Anthony
___b. Martha Washington
_X_c. Betsy Ross

True or False

_F_ 3. Congress adopted the Declaration of Independence on July 4, 1978.

_T_ 4. Constitution of the United States sets forth the nation's fundamental laws.

_T_ 5. France gave the Statue of Liberty to the U. S. in 1884 as a symbol of friendship and of the liberty that citizens enjoy under a free form of government.

___ 6. Liberty Cap is a famous symbol of freedom.

Objective and Code: IB3.15

Identify the colonial settlement of North America.

Grade Level: 5, 8, American History

Textbook Helps:

Laidlaw:	Grade 5, Unit 3, Unit 4, Unit 5, pp. 94-163
Follett:	Grade 5, Unit 5, p.113.
Harcourt Brace:	Grade 5, Unit 2, p. 74.
Scholastic:	Grade 5, Unit 2, p. 90.

Instructional Materials

Films

AB 3239 A	Early Settlers of New England
BC 3324 B	The English and Dutch Explorers
BC 3354 A	Colonial America in 1760's
AB 2307 B	Colonial Children
BC 3331	New England Town - 1660
BB 3279	Pilgrams
AB 3335	Planter of Colonial Virginia 1740-65

Filmstrips

33-3 E	Cortez
33-3 C	Pere Marquette
33-8 D	French Colonization
33-17	New Netherland

Instructional Kits

630584	Building America (Transparencies)

Activities

1. Divide into groups. Make regional maps of New England, Middle, and Southern colonies naming each colony; who led the settlement, type of colony; and resources of colony.

Evaluation Items:

1. On a map of North America, place the letter beside the country inside the area it colonized.

   S. Spain
   F. France
   E. England
   H. Holland

2. Use you map of the United States to place the abbreviation of the colony listed below inside the colony.

   Massachusetts - Mass.
   New Hampshire - N.H.
   Connecticut - Conn.
   Rhode Island - R. I.
   New York - N.Y.
   New Jersey - N. J.
   Pennsylvania - Penn.

   Maryland - Md.
   Virginia - Va.
   Delaware - Del.
   North Carolina - N.C.
   South Carolina - S.C.
   Georgia - Ga.

3. Plymouth is to New England as ___________ is to Texas.

___a. San Augustine
___b. San Antonio
___c. Nacogdoches

Objective and Code: IB3.16

Identify colonial possessions of European nations in the western hemisphere.

Grade Level: 5, 8, American History, World History

Instructional Materials

Films

AB 3305	Colonial Expansion
BC 3304 B	Christopher Columbus
BC 3324 B	English and Dutch Explorers
BC 3334 M	Early French Settlements
BC 3354 A	Colonial America in the 1760's
AB 3305	Colonial Expansion
BC 3224 D	Great Britain-Families of the World
---------	Look of America - 1750-1800

Filmstrips

AV 631258	Famous American Explorers
33-14 A	Colonies of Pennsylvania
33-12 A	Colony of Massachusetts
33-8 D	French Colonization
33-8 F	Middle Colonies
33-11 A	New York Colony
-------	Colonial America - American Heritage Publishing Company (5 color filmstrips)

Printed Materials

-------	Teacher's Almanac(198 cards in file box) Social Studies School Service P.O. Box 802 Culver City, California 90230

Instructional Kits

630584	Building American Transparencies
------	The Colonies Move Toward Independence (Transparencies and Masters) Social Studies School Service P.O. Box 802 Culver City, California 90230

Textbook Helps:

American Book:	Grade 5, Chapter 2, p. 42, Chapter 4, p. 104.
Laidlaw:	Grade 5, Chapter 5, pp. 94-114 Chapter 6, pp. 115-129, Chapter 7, pp. 130-145.
Harcourt:	Grade 5, Chapter 2, p. 74, Chapter 5, p. 110.
Follett:	Grade 5, Chapter 2, p. 41, Chapter 4, p. 85.

Activities

1. Do a poster using the exercise in the first evaluation question.
2. Identify on individual maps each colonial possession as it was acquired.
3. Make a chart such as in evaluation question number 2.

TEXTBOOK HELPS:

Houghton Mifflin:	Grade 5, Chapter 2, pp 106-151
Scott Foresman:	Grade 5, Chapter 6, p. 72, Chapter 7, p. 83, Chapter 8, p. 98.
Ginn:	Grade 5, Unit 1, pp. 8-31.
Bowmar Nobel:	Grade 5, Unit 2.
Scholastic Books:	Grade 5, Unit 2, Chapter 8, pp. 116-133.

Evaluation Items:

1. On a map of the Western Hemisphere identify the colonial possessions of the following European nations.

   England
   France
   Spain
   Portugal
   Holland

Objective and Code: IB3.17

Identify ethnic and racial groups which have settled in Texas and the United States and give reasons for their migration.

Grade Level: 5,7,8, Texas History
American History

Instructional Materials

Films

AB 3251 B	Spanish Influence in U.S.
BC 3356 I	Indian Culture
BC 3200 I	Nations Within a Nation
BC 6200 K	Negro American
BC 3357B-C	Chinese American
BC 6204	Mexican American Family
CC 6202 A	Mexican American Quest for Justice
BC 3232 J	American Indian Influence on the U.S.
CB 6200 O	History of the Negro in America

Filmstrips

630767	Cowboys of Many Races
630977	History of Texas

Printed Materials

630485	Famous Black People in American History
630973	Many Texans
------	Institute of Texas Culture Series on Ethnic Groups
------	Investigating the Environment "Land Use Decisions" - Harris County Department of Education - Houston, Texas.

Instructional Kits

630703	The American Cowboy
630704	Indians and Buffalo
630884	Famous Black Americans

Textbook Helps:

Laidlaw:	Grade 5, Unit 6, Chapters 5-7, pp. 94-145, 254-307.
Ginn:	Grade 5, Unit 1, pp. 8-31.
Bowmar:	Grade 5, Unit 2.
Harcourt:	Grade 5, Unit 4, Chapter 2, pp. 198-205, Chapter 5, p. 110.
Follett:	Grade 5, Unit 6, Chapter 2, p. 41, Chapter 4, pp. 79, 85, 166, 215, 277, 279, 317, 318, 320, 331, 339.

Activities

1. Give reasons why the following ethnic groups migrated to the United States and Texas:

   Polish — Germans
   Vietnamese — Mexican
2. On a map, locate the countries from which these groups migrated.
3. On a map, locate the areas of Texas and the U.S. that these groups settled in.

TEXTBOOK HELPS:

American:	Grade 5, Unit 4, Chapter 2, p. 42, Chapter 4, p. 104, Chapter 11, pp. 268-287
Houghton Mifflin:	Grade 5, Unit 4, Chapter 2, pp. 106-151, 240-247.
Scott Foresman:	Grade 5, Unit 5, Chapter 6, p. 72, Chapter 7, p. 83, Chapter 8, p. 98, Chapter 22, pp. 268-271.
Scholastic:	Grade 5, Unit 2, Chapter 7, pp. 1y2-115, Unit 4, Chapter 13, pp. 202-217, Unit 6, Chapter 21, pp. 314-328.

Evaluation Items:

1. On a map of the United States label the areas where five (5) ethnic groups settled. Show where each group entered and where it is concentrated today.
2. On maps of Texas color where each ethnic group settled first and where they are predominant today. Use the list of groups provided by the Institute of Texas Culture.
3. The Alabama Coushatta Indians are now in Texas for the same reasons the Pilgrams settled in Massachusetts.
4. The common reason for the Puritan's settlement in New England and the Spaniards settlement in the southwest was God and/or religion .

Objective and Code: IB3.18

Explain how European claims to North America influenced the development of Texas and the United States.

Grade Level: 5, 7, 8, Texas History American History

Textbook Helps:

American Book:	Grade 5, Chapter 2, p. 42, Chapter 4, p. 104.
Laidlaw:	Grade 5, Chapter 5, pp. 94-114 Chapter 6, pp. 115-129, Chapter 7, pp. 130-145.
Harcourt Brace:	Grade 5, Chapter 2, p. 74, Chapter 5, p. 110.
Follett:	Grade 5, Chapter 2, p. 41, Chapter 4, p. 85.

Instructional Materials

Films

CC 3347	Jamestown-First English Settlement
AB 3305	Colonial Expansion
BC 3333 C	Early Discovery
BC 3251	Spanish Influence in the Southwest
BC 3334 M	Early French Settlement
BC 3304 B	Christopher Columbus
BC 3324 B	English and Dutch Explorers
BC 3324 A	Beginnings of Exploration

Filmstrips

631258	Famous American Explorers
------	Spanish Ranching in Texas
------	Texas Under the Mexican Flag
33-28 B	Exploration of Texas
33-28 C	Missions Era

Printed Materials

630973	Many Texans - Ethnic Series Institute of Texas Culture

Instructional Kits

630584	Building America
------	Texas Bingo - Hendrick Long
------	Investigating the Environment "Land Use Decisions" and "United States Settlement" - Harris County Department of Education, Houston, Texas

Activities

1. Complete a chart containing the following information: Explorer; Country Represented; Land Claimed; and Date.
2. Complete a chart containing the following information: Colony or Settlement; Leader; Nationality; Location of Colony; and Contributions.
3. View films.
4. Have students give oral reports on European explorers in North America.
5. Contrast cultural values of different groups that settled North America.

TEXTBOOK HELPS:

Houghton Mifflin:	Grade 5, Chapter 2, pp. 106-151.
Scott Foresman:	Grade 5, Chapter 6, p. 72, Chapter 7, p. 83, Chapter 8, p. 98.
Ginn:	Grade 5, Unit 1, pp. 8-31.
Bowmar and Nobel:	Grade 5, Unit 2.
Scholastic:	Grade 5, Unit 1, Chapters 4-5, pp. 52-80, Unit 2, Chapter 6, pp. 90-101, Unit 2, Chapter 7, pp. 102-115.

Evaluation Items:

1. Match the following European claims to North America.

3 English   1. Texas and the Southwest
4 French   2. New York
2 Dutch   3. New England
1 Spanish   4. Louisiana Purchase

2. Develop matching test items listing developments and European colonial powers. Some developments were influenced by more than one nation.

3. England's claim to parts of the New World was based on the voyages of exploration by

X a. Cabot
___ b. Verrazana
___ c. Cartier
___ d. None of the above

4. The architecture of England is prevalent on the

___ a. West Coast
___ b. Gulf Coast
X c. East Coast
___ d. Canadian Border

5. England's claim to New Englans is comparable to Spain's claim to Texas and the Southwest.

True or False

T 6. The Spanish explored the Southwest in search of gold and riches, having little time for settlements.

T 7. The French promoted trade in all of their ventures.

Objective and Code: IB3.19

Give examples of how mobility affected the historical development of the United States.

Grade Level: 5, 7, 8, American History

Instructional Materials

Films

AC 3330	Stagecoach Westward
BC 3366 A	Mississippi River U.S.A.
BC 3340 D	Lewis and Clark Journey
AB 3123	Freedom of the American Road
AC 3363 B	Alaskan Gold Rush
AB 3601 A	Development of Transportation
CC 3281 B	Great Lakes-Highway of Commerce
DC 3304 Z	Henry Ford's Mirror of America
BC 3218 O	Mississippi System, the Waterway of Commerce
AB 3601 B	Our Shrinking World-Jet Pilot
BC 3333 E	Wagon West
BC 3330 B	Pony Express
CC 3333 F	Continuing Discovery

Filmstrips

36-3 A	History of Water Transportation
36-1 C	Land Transportation
36-1 A	Transportation in the U.S.
23-58	Roadbuilders at Work

Textbook Helps:

Laidlaw:	Grade 5, Unit 6, pp. 252-307.
Scholastic:	Grade 5, Unit 3, Chapter 13, pp. 202-217, Chapter 14, pp. 218-226, Chapter 20, pp. 300-313, Chapter 21, pp. 314-327.
Harcourt:	Grade 5, Unit 4, pp. 183-254.
Bowmar:	Grade 5, Units 3-8.
American:	Grade 5, Unit 3, Chapter 7, pp-180-189, Chapter 8, pp. 198-215.

Activities

1. Give reasons why most early pioneers did not travel far from their homes.
2. How did the Mountain areas of the U.S. deter travel westward?
3. On a map. trace the most commonly used trails used by pioneers.

TEXTBOOK HELPS:

Follett:	Grade 5, entire book.
Ginn:	Grade 5, Unit 3, pp. 100-158.
Scott Foresman:	Grade 5, Unit 4, Chapter 15, pp. 186-202, Unit 4, Chapter 16, pp. 208-213, Unit 5, Chapter 20, pp. 244-254.
Houghton-Mifflin:	Grade 5, Unit 4, pp. 217-252, Unit 5, pp. 314-337.

Evaluation Items:

Tell what development in transportantion affected each of the following events.

1. using resources of Great Lakes area steamboat
2. Louisiana Purchase ark and flatboat used to carry goods down the Mississippi River, keelboat carried goods up the river
3. Gadsden Purchase Steam locomotive, southern railroad route was needed
4. Settlement of the far west steam locomotive
5. In the 1800's boat transportation in the Great Lakes area could be compared with the use of wagon in the Plains area.

Objective and Code: IB3.20

Explain the causes of the American Revolution.

Grade Level: 5, 8, American History

Instructional Materials

Films

AC 3329 K	American Revolution: Background Period
BC 3329 M	American Revolution: The Postwar Period
CC 3329 E	American Revolution: Cause of Liberty
AC 3329 L	American Revolution: War Years
BC 3354 D	Lexington, Concord and Independence
CC 3301 A	New Birth of Freedom
AC 3329 I	Boston Tea Party
BC 3354 C	Prelude to Revolution
CC 3315 B	Celebrating a Century
CC 3329 B	Shot Heard Round the World
BC 3301	Patrick Henry's Liberty or Death

Filmstrips

33-40 B	Boston Tea Party
33-6	Causes of the Revolution
33-40 C	Shot Heard Round the World
33-40 A	Texation Without Representation

Textbook Helps:

Laidlaw:	Grade 5, Unit 5, pp. 196-213.
Ginn:	Grade 5, Unit 2, pp. 34-98.
Bowmar:	Grade 5, Unit 3.
Scott Foresman:	Grade 5, Chapters 10-11, pp. 126-148.
Harcourt:	Grade 5, Unit 2, Chapters 3-4, pp. 86-109.
Follett:	Grade 5, Unit 7, pp. 180-192.

Activities

1. Make a chart giving the causes of the Revolution, political and military leaders on both sides, and the major battles and their outcomes.
2. Make a shadow box, depicting a scene of one of the causes of the Revolution.
3. List the causes of the American Revolution discuss them.

TEXTBOOK HELPS:

Houghton-Mifflin:	Grade 5, Unit 3, Chapters 2-3, pp. 161-179.
American Book Co.:	Grade 5, Unit 3, Chapter 6, pp. 156-174.
Scholastic:	Grade 5, Unit 3, Chapter 9, pp. 138-151.

Evaluation Items:

1. Which of the following is a cause of the American Revolution?

___ a. Better working conditions
X b. Taxation without representation
___ c. Types of colonial government
___ d. Changing ideas in education

2. Which one of the following events was not directly related to the American Revolution?

___ a. Boston Tea Party
___ b. Boston Massacre
X c. Maryland Toleration Act
___ d. Sugar and Tea Acts

3. The closing of the Boston Harbor was to the American colonists as the refusalof the colonists to drink tea was to the British.

F 4. The Committee of Correspondence denied the colonists the right to hold town meetings.

T 5. The Stamp Act requirred the colonists to use stamps on all legal documents.

T 6. The first person killed in the Boston Massacre was Crispus Attuacks.

Objective and Code: IB3.21

Describe the significance of civil liberties to the historical development of the U.S.

Grade Level: 5,8, American History, Political Science

Instructional Materials

Films

BC 3128E-G	Bill of Rights in Action Series
BC 3200 J	Female Rebellion
BC 3114 D	Changing Law
CB 6201 E	Harriet Tubman and the Underground Railroad

Filmstrips

630873	Quest for Equality
630874	Separate and Unequal

Printed Materials

631180	Equal Rights

Textbook Helps:

Laidlaw:	Grade 5, Unit 7, Chapter 17, pp. 310-325, Unit 8, pp. 386-461.
Ginn:	Grade 5, Unit 4, pp. 160-208.
Bowmar:	Grade 5, Unit 10.
Harcourt:	Grade 5, Unit 3, pp. 127-173, Unit 4, Chapter 5, pp. 236-251.
Follett:	Grade 5, Unit 10, pp. 269-271, Unit 13, pp. 336-351.

Activities

1. Prepare an illustration to show the civil liberties stated in the Bill of Rights.
2. List everyday activities of yours that are protected by law now that were not always protected by law.
3. Brainstorm - What the country would like if there had been no civil rights movement.
4. Trace the route of the extension of the rights to vote in this country.
5. Discuss times when civil liberities were limited by the government. Hold roundtable discussion "Should civil liberties ever be limited in a democracy?"
6. Investigate the struggle for rights for women, minority, juveniles, etc.

TEXTBOOK HELPS:

American Book:	Grade 5, Unit 4, Chapter 9, pp. 234-238, Unit 13, pp. 332-339.
Houghton-Mifflin:	Grade 5, Unit 4, pp. 294-303, Unit 6, pp. 432-438.
Scott Foresman:	Grade 5, Unit 5, Chapter 18, pp. 225-230, Chapter 21, pp. 265-266, Chapter 22, p. 268.
Scholastic:	Grade 5, Unit 7, Chapter 22, pp. 332-349, Unit 5, Chapter 16, pp. 246-257, Unit 8, Chapter 25, pp. 380-391, Chapter 26, pp. 392-400.

Evaluation Items:

1. The Bill of Rights came as a result of

___ a. bills of attainder
___ b. expost facto laws
___ c. excommunication laws

2. The Civil Rights movement of the 1860's and 1960's involved which primary group of people

___ a. Mexican Americans
___ b. Chinese Americans
___ c. Black Americans

3. The Bill of Rights contains

___ a. rights of U.S. citizens
___ b. rights of Englishmen
___ c. rights of immigrants

4. Which is not part of the Bill of Rights?

___ a. Freedom of religion
___ b. Freedom of the press
___ c. Freedom of privacy

5. Which of these amendments evolved to protect the rights of newly freed men?

___ a. 18th Amendment
___ b. 14th Amendment
___ c. 20th Amendment

6. The 19th Amendment grants the rights to vote to

___ a. women
___ b. 18 year olds
___ c. men

7. The Magna Carta is to English as the Constitution is to the U.S.

Objective and Code: IB3.22

Describe the historical growth of the U.S. through purchase and annexation.

Grade Level: 5, 8, American History, Political Science

Textbook Helps:

Harcourt:	Grade 5, Unit 2, Chapter 5, pp. 110-118.
Follett:	Grade 5, pp. 197-199, 246-247, 314, 326, 329, 331.
Scholastic:	Grade 5, Unit 3, Chapter 13, pp. 202-217, Unit 6, Chapter 20, pp 300-313.
Houghton:	Grade 5, Unit 4, Chapter 8, pp. 268-286, Unit 5, Chapters 1-3, pp. 314-326.

Instructional Materials

Films

BC 3334 D	Westward Movement
BB 3333 A	U.S. Territorial Expansion 1783-1853
BC 3326 B	U.S. Expansion-Texas and Far Southwest
BC 3326 C	U.S. Expansion-Oregon Country
BB 3326 A	U.S. Expansion-Florida
BC 3340 A	Westward Movement-Settling the Great Plains
BC 3340 B	Westward Movement-Settlement of Mississippi
BB 3203 B	Alaska-49th State
BC 3229 G	Hawaii-50th State-People and Resources

Instructional Kits

630584	Building America Transparancies

Activities

1. Given 10 states, write beside each whether they were annexed or purchased.
2. Compare the purchase of Manhattan for trinkets worth $24.00 to the Louisiana Purchase for $15 million.
3. On a map of the U.S., color the states red that were annexed and those blue that had been purchased.

TEXTBOOK HELPS:

American Book:	Grade 5, Unit 3, Chapter 7, pp 180-189, Unit 4, Chapter 10, pp. 244-263.
Scott Foresman:	Grade 5, Unit 4, Chapter 15, pp. 186-202, Unit 5, Chapter 20, pp. 244-254.
Laidlaw:	Grade 5, Unit 6, Chapter 15, pp. 279-282, Unit 7, Chapter 16, pp. 288-294, Chapter 17, pp. 315-319.
Ginn:	Grade 5, Unit 3, pp. 100-158.
Bowmar-Nobel:	Grade 5, Units 3-8.

Evaluation Items:

1. How did the United States acquire the Louisiana Territory?

Answer: Jefferson sent James Monroe to France to try to buy New Orleans and West Florida for 10 million dollars. France needed money, so Napoleon offered to sell him the entire area of Louisiana for 15 million dollars. Jefferson approved the purchase. So in April of 1803, Louisiana was transferred to the United States.

2. Northwest Ordinance

X a. set up procedures for admitting new states to the Union.
___ b. forbade settlement west of the Appalachian Mountains
___ c. provide for public education in frontier lands
___ d. ceded Indian lands to the United States

3. During the presidency of Andrew Jackson, the democratic rights of the "common man"

X a. increased
___ b. decreased
___ c. remained the same
___ d. ended

4. Annexation is to Texas as the purchase was to ___Louisiana________.

5. Define purchase and annexation and give examples of states that have been purchased or annexed.

Textbook Helps: Grade Level 5 Textbooks

Objective and Code: IB3.23

Relate how the geography of the U.S. influenced its pattern of colonization, settlement, and population growth.

Grade Level: 3,5,8, American History, Geography

Instructional Materials

Films

AC 2598 R	Boomsville
BB 3281 B	Great Lakes: Highways of Commerce
CC 2117 B	Discover America
BC 3218 L	Middle Atlantic Seacoast Region
BC 3252 H	Northwest

Filmstrips

------	Then and Now Series

Printed Materials

------	United States Settlement - Unit 7 on cities and their development. Harris County Department of Educatio Houston, Texas
------	Thinking Globally, Acting Locally About Food, Population and Energy Aurora Public Schools 1025 Peoria Street Aurora, Colorado 80111

Activities

Evaluation Items:

1. During the early settlement of America most cities were located

___a. in the mountains.
___b. near the Great Lakes.
___c. in the warmest colonies.
___d. near the Atlantic Ocean.

2. In the colonial period movement to the West was hindered by the

___a. Ohio River
___b. Appalachian Mountains
___c. the piedmont
___d. the Rocky Mountains

3. Early Americans crossed the Appalachian Mountains because

___a. the eastern coastline was becoming too crowded.
___b. the Ohio River Valley was very fertile
___c. fur trading was profitable around the Great Lakes.
___d. all the above

4. Many Americans traveled by wagon train to Oregon in search of

___a. religious freedom
___b. family members
___c. fertile free land
___d. gold

Objective and Code: 183.24

Identify the geographical areas which were added to form the United States.

Grade Level: 3,5,8, American History Geography

Instructional Materials

Films

CC 3332 G	Frontier Experience
CC 3334 S	Beginnings Part I and II-Texas
BC 3340 B	Westward Movement: Texas and the Mexican War
BB 3333 A	U. S. Territorial Expansion 1783-1853
BB 3326 A	U. S. Expansion - Florida
BB 3326 C	U. S. Expansion - Oregon Country
CC 3282 H	Rocky Mountains
BC 3274 A	California
---------	North America - The Continent
---------	North America - Its Rivers
---------	North America - Its Mountains
---------	Hawaii Revisited
BC 3281 E	North America: Its Coastline
BC 3281 F	North America: Its Plains and Plateaus

Printed Materials

8th Grade OSSI Test on American History

Additional Materials

World GEOG/History of Land Auctions/Primary Source - Social Education, February 1979, pp. 30-31.

Textbook Helps:

Activities

1. Construct a map to include the geographic of the United States:
   a. Prior to 1783;
   b. After 1783 but prior to 1853;
   c. As of 1964;
   d. As of 1981.

Evaluation Items:

On a map of the United States

1. Divide by lines and color each a different color, the geographic areas added to the United States.
2. Make a color legend stating names of areas and foreign country from which it was acquired.
3. Identify the areas once known as the Louisiana Purchase.
4. Identify the area known as Spanish Territory before 1819.
5. Color the areas ruled by France, England, Spain and the Russians different colors. Then divide them up into the states they are today.

Objective and Code: IB3.25

Identify the historical sources of the American form of government.

Grade Level: 5,8, Government, Political Science

Instructional Materials

Films	
CC 3315 B	Celebrating a Century: The 1876 Philadelphia Centennial Exhibition
AC 3329 I	Boston Tea Party
CC 3306 B	Constitution: Compromise That Made A Nation
CC 3305 D	Man and State: Hamilton and Jefferso
BC 3347 D	Jamestown Colony
BC 3128 H	Bill of Rights in Action
CC 3308 B	Independence
AC 721 B	America
AC 3324 J	The Shot Heard Round the World
AC 721 C	Battle Hymn of the Republic
CC 3329 O	To Form a More Perfect Union
AC 721 D	God Bless America
BC 3315 A	America's Foundation of Liberty
AC 721 E	Star Spangled Banner
Filmstrips	
630874	Separate and Unequal
630735	From Sea to Shinning Sea
631207	Our Government and How It Works
630736	With a Dream in Their Hearts
Printed Materials	
630345	Our American Constitution Series
Instructional Kits	
631243	American Government
631178	Insights About America
630176	Our Flag and Our Country
630485	Famous Black People in American History

Textbook Helps:

American:	Grade 5, pp. 175-176, 240, 303
Follett:	Grade 5, Unit 7, p. 173.
Harcourt:	Grade 4, pp. 245-246, Grade 5, Unit 3, p. 127.
Houghton:	Grade 5, pp. 189-195.
Laidlaw:	Grade 4, pp. 247, 334-340, 363-366, 397-398, 442, Grade 6, pp. 288.
Scholastic:	Grade 5, Chapter 11, p. 172, Grade 6, p. 324.

Activities

1. Brainstorm: What does the Constitution say about needs and rights of all people?
2. Transform clarified versions to paper and keep.
3. Define: liberty, justice, freedom, rules, independence, dictator, communal, tribal, national, regional, international, and pursuit of happiness. Follow up by comparing and contrasting as applied to our government.
4. Write a paper with theme: If I had helped write the Constitution...
5. Research paper on the Magna Carta and correlate with the Constitution.
6. Research the Bible and correlate with the Constitution.
7. Research Roman Government and correlate with U.S. government.

Evaluation Items:

1. Under the Articles of Confederation

___a. the national government was the supreme political authority
_X_b. state governments were sovereign
___c. Congress had the power to tax citizens
___d. a simple majority (7 of 13 votes) of Congress could make laws

2. At the Constitutional Convention, delegates from the larger states favored the Virginia Plan because

___a. it called for a weak Congress
___b. every state would have equal representation
___c. states would remain sovereign
_X_d. representation in Congress would be based on population size

3. The division of the national legislature into two houses was a result of

___a. the Virginia Plan
_X_b. the Great Compromise
___c. the New Jersey Plan
___d. the Three-Fifths Compromise

4. Communism is to Russia as ________________ is to the United States.

___a. socialism
_X_b. democracy
___c. capitalism

553

Objective and Code: IB3.25 Identify the historical sources of the American form of government.

Instructional Materials

Instructional Kits

630870	Blacks in Government and Human Rights
631114	The First Book of the Constitution
------	Ed-U-Cards

Activities

Textbook Helps:

American Book: Grade 5
Harcourt Brace: Grade 5
Houghton: Grade 5
Laidlaw: Grade 5
Scholastic: Grade 5
Scott Foresman: Grade 5

Objective and Code: IB3.26

Recognize places of historical significance in one's community, state, nation, and the world.

Grade Level: 1, 5, 7, World Geography

Instructional Materials

Films

BC 3310 F	Rome: Eternal City
BC 3326 D	DeSota: Legend of a Legend
BC 3362 G	Art of Diplomacy: World War I and World War II
CB 3294 M	Shrine of Liberty
BC 3280 Z	Iran: Land of Peacock Throne
CC 3329 B	Shot Heard Round the World
BC 3305 L	Washington: Day One
AB 3221 A	Ancient World Inheritance
BC 3306 A	Constitution: Guardian of Liberty
BC 3308 C	Declaration of Independence
BC 3308 D	We Hold These Truths
CC 3368 A	Eyewitness to History: Events
CC 3368 B	Eyewitness to History: The People
BB 3305 I	Martin Luther King (I Had a Dream)
CC 3305 F	American Parade: FDR-Man Who Changed America
DC 3600 B	A Place of Dreams - Space Museum
CC 3305 K	Truman: Years of Decision
CC 3367 C	Ben-Gurion: One Place, One People
	U.S. in the Twentieth Century

Filmstrips

AC 6200 F	Harlem in the Twenties

Instructional Kits

630363	The Gold Rush

Activities

Evaluation Items:

1. The Shrine of Texas is

___a. Washington on the Brazos
___b. Gonzales Battle Field
_X_c. The Alamo

2. Philadelphia, Pa, was the birth place of

___a. the Constitution
___b. the Bill of Rights
___c. the Declaration of Independence

3. The Battlefield of Waterloo was the location where what General was defeated?

___a. Adolph Hitler
___b. Napoleon
___c. Alfred the Great

4. Which of the following historical sites is important in your community?

a. __________
b. __________ Select places in your own community.
c. __________

5. ________________ is to the American Revolution as Goliad is to Texas Revolution.

___a. Lexington-Concord
___b. Boston Tea Party
___c. Boston Massacre

Objective and Code: IB3.27

Describe the influences of geography on the direction and flow of American settlement.

Grade Level: 5, 8, Geography

Instructional Materials

Films

BB 3281 B	Great Lakes
CC 2115 A	America's Wonderland
CC 2117 B	Discover America
AB 3252 A	Far West States
BC 3218 L	Middle Atlantic Seacoast Region
BC 3218 J	Great Plains
CC 3252 F	Midwest
BC 3252 H	Northeast
BC 3282	Rocky Mountains
AB 3252 F	Southwest
BC 3252 L	South
AB 3252 E	Southeast
BC 3333 E	Wagon West
AC 3348 B	Yorktown
---------	North America-The Continent
---------	North America-Its Rivers
---------	North America-Its Mountains

Filmstrips

---------	Then and Now Series

Textbook Helps:

Grade Level 5 Textbooks.

Activities

1. The students will use a physical map of the United States for this assignment -- preferably in color. It should also have the major cities on it.
    1. What role did the rivers play in the development of cities?
    2. Why are the largest citits on the coast?
2. Use a climate map of the United States with population density for the following.
    1. How does the climate affect where most people live?

Evaluation Items:

1. The __________ mountains were to colonist as the Rocky Mountains were to western pioneers.

___a. Appalachian
___b. Ozarks
___c. Black Hills

2. __________ were to early western expansion as ships were to the discovery of America.

___a. Riverboats
___b. Wagons
___c. Railroads

3. __________ is to growth of cities as climate is to crops.

___a. Location
___b. Climate
___c. Population

4. Eli Whitney is to the Cotton Gin as ________ is to the telephone.

___a. Alexander Bell
___b. Thomas Edison
___c. Benjamin Franklin

True or False

___5. Today many cities in the "Sun Belt" are experiencing an increase in population.

___6. Natural resources of an area decrease the potential of settlers for the area.

___7. Long growing seasons are desirable for farmers because of increased crop productivity.

___8. The location of major cities to railroads, roads, river or sea travel is advantageous to their growth.

Textbook Helps:

Objective and Code: IB3.28

Identify the geographic areas which were added to form the present United States.

Grade Level: 4,5,8 American History

Instructional Materials

Films

BC 3340 A	Westward Movement: Settling the Great Plains
BB 333 A	Territorial Expansion 1783-1853
BB 3326 A	U.S. Expansion - Florida
BB 3326 C	U.S. Expansion - Oregon
BC 3326 B	U.S. Expansion - Texas and Far Southwest
BC 3256 F	Puerto Rico
BB 3340 B	Westward Movement - Texas and Mexican War
BC 3340 C	Westward Movement - Settlement of Mississippi
---------	Hawaii Revisited

Activities

1. GEOG
2. Barth Activities
   - No. 1, p. 130
   - No. 5, p. 136
   - No. 15, p. 144
   - No. 19, p. 147

Evaluation Items:

Match the territory to the country it was acquired from.

d 1. Louisiana Purchase
c 2. Oregon country
b 3. Mexican Cession
b 4. Gadsden Purchase
a 5. Florida

a. Spain
b. Mexico
c. Britain
d. France

6. How did the United States acquire Texas?

X a. annexation
___ b. conquered
___ c. trade
___ d. purchase

7. Which direction were most of these territories in relation to the original thirteen states?

___ a. north
___ b. south
___ c. east
X d. west

8. Which territory added the most land to the United States?

___ a. Gadsdan Purchase
X b. Louisiana Purchase
___ c. Mexican Cession
___ d. Oregon Country

9. Which territory added the smallest amount of lant ot the United States?

___ a. Oregon Country
___ b. Mexican Cession
X c. Gadsdan Purchase
___ d. Louisiana Purchase

Objective and Code: IB3.29

Demonstrate a knowledge of place identification at the local, state, national, and world levels.

Grade Level: 4,5,6,7 Geography, World History

Instructional Materials

Films

CC 3202 J	South Pacific: End of Eden
CC 3282 H	Rocky Mountains
BC 3216 C	South America: Land of Many Faces
AC 3273 G	Friends in Alpine, Texas
AC 3273 F	Friends in Dallas, Texas
---------	North America Series

Filmstrips

630552	Adventures in Europe Series
630789	Our World Neighbors - Mexico
630511	Southeast Asia
630871	Children Around the World
------	Scholastic Social Studies Skills Series

Printed Materials

630046	Readiness for Map Skills
630797	Place Names in Northeast Texas
630805	Texas in Maps: An Atlas for School and Home
------	Project GEOG
631051	World Map
630609	Know Your State

Instructional Kits

SUN 92	United States Basic Skills Maps

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 306-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Locate the date line on a map.
2. Students should being in current events from the newspaper:
   - 1st-6 weeks - local
   - 2nd-6 weeks - state
   - 3rd-6 weeks - national
   - 4th-6 weeks - world

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6,p.284, Unit 7, p. 330, Grade 6, p. 17, 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6 pp. 325-331.

Additional Materials

Map of North America - Lesson in American History - Social Education - March 1979, pp. 172.

Evaluation Items:

1. Is the Mississippi River located in the United States?

Yes ____X____ No __________

2. Which one of the following states is in the southern part of the United States?

___ Connecticut
___ Idaho
___ Minnesota
_X_ Mississippi
___ Ohio
___ I don't know

3. Which one of the following countries has had the most influence on the way of life in the United States?

_X_ England
___ France
___ Germany
___ Italy
___ Spain

4. The Mississippi River is to the United States as the Amazon River is to ______________.

_X_ a. South America
___ b. Africa
___ c. Europe
___ d. China

Objective and Code: IB3.30

Know the differences among towns, cities, counties, states, nations, and continents.

Grade Level: K-8, World Geography, American History

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 306-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177. Grade 5, Unit 6, p. 306. Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

AB 3252 C	Northeastern States
AB 3252 D	Northwestern States
AB 3252 E	Southeastern States
AB 3252 F	Southwestern States
AC 3118 E	What Makes a City

Filmstrips

FH 204 C	South America

Printed Materials

EMA 111-10	Map Games - Geography
------	Great Cities of the World - Map Games
TCP 539-10	Asia: Teaching About/Learning From
STM 54	Site Location of World Cities

Instructional Kits

631218	Cities of America
JBP 30	Getting Around Cities and Towns
------	United States Settlement "Study of Seven Cities" - Harris County Department of Education - Houston, Texas

Activities

1. Divide students into groups to make outline drawings of objective topics with symbols.
   Example: Picture of population sign of their own town with crow sitting on top and flowers below.
   City picture of skyscrappers and airplanes.
   State shape with state bird and flower, flag,tree, etc.
   Compile for every student to keep. Can be kept for whole year as a project.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

True or False

_T_ 1. A town is a community of closely clustered dwellings and other buildings in which people live and work.

_T_ 2. Most cities are overcrowded, dirty and noisy and sometimes unpeaceful.

_F_ 3. A country is a term that means any independent nation with a definite name and no geographic boundary.

4. _______ _______ is the world's largest nation in terms of land space.

___a. United States
_X_b. Soviet Union
___c. South America
___d. North America

5. List the seven continents of the world.

1. Asia
2. Africa
3. North America
4. South America
5. Antarctica
6. Australia
7. Europe

6. Take three cities and towns and compare them.

7. Take three counties and states and compare them.

8. Compare three nations and continents.

   a. How are they alike (with respect to the kinds of economic activities.)
   b. How are they different?

9. Examine maps of these places and see how they are related.

10. Cities are to states as states are to __________.

_X_ a. nations
___b. continents
___c. hemispheres

Objective and Code: IB3.31

Locate the continents and major physical and cultural regions of the world.

Grade Level: 3,4,6, World Geography

Instructional Materials

Films

BC 3295 C	Two Mountains: Alps and Andes
BC 3201 T	Two Deserts: Sahara and Sonora
BC 3295 D	Switzerland: Life in a Mountain Valley
BC 3280	Mideast: Economic Development
BC 3201 H	Africa - An Introduction
BC 3280 Q	Mideast: Land and People
BC 3284 D	Asia: An Introduction
BC 3281 E	North America: It's Coastline
CC 3216 E	South America
BC 3281 F	North America: Its Plains and Plateus
CC 3202 E	Australia
CC 3203 K	One Main Alaska
BC 3356 L	North America - Indian Legends
BC 3256 F	Puerto Rico
CC 3356 M	North America - Indians Today
BC 3216 H	South America: History and Heritage

Filmstrips

630889	Southeast Asia Past and Present
------	Scholastic Social Studies Skill Series

Printed Materials

630929	Native Costumes
630930	Native Architecture
630931	Native Artifacts I
------	Study Print African Culture Series

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159 160, Grade 5, pp. 309-314, Grade 6, Unit 1, Chapter 1, Chapter 2, p. 34.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Units 1, 3, Unit 4 pp. 183-253, Unit 5.

Activities

1. On the bulletin board label the continents and major regions of the world. Have the students design paper figures with their native dress for each continent or region.

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 3, pp. 183-20 Unit 4, pp. 203-265, Grade Unit 1, Lesson 8, pp. 59-63 Grade 6, Unit 2, Chapters 5-8, pp. 321-348.
Laidlaw:	Grade 5, pp.421-426, Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, Unit 3, p. 17, 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, Unit 2, Chapters 8-9, pp. 325-331.

Evaluation Items:

1. The Rockies are to North America as _________ are to South America.

___ a. Alps
___ b. Himalayas
_X_ c. Andes

2. Provide a world map for students and have them label the continents and oceans.

Objective and Code: IB3.32

Explain the concept of region and distinguish among various types of geographic regions.

Grade Level: 4,6, World Geography

Instructional Materials

Films

BC 3252 H	Geography of Northeast
AB 3252 D	Northwestern States
BC 3252 L	Geography of the South
AB 3252 C	Northeastern States
AB 3252 E	Southeastern States
AB 3252 F	Southwestern States

Filmstrips

LTF 430 C	The Regions of America
F 203 C	North Atlantic Community
FH 202 C	Regions of the United States
--------	Scholastic Social Studies Skill Series

Printed Materials

MML 300-10	Picture Mapbooks
----------	Asia, Asutralia, the British Isles, Europe, North and South America and World Communities - Social Studies School Service
JWW 7085	Teaching World Geography
JWW 7435	Teaching Geography

Instructional Kits

------	Project GEOG

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 306-314, Grade 6, Chapter 2, p. 34. .
Harcourt:	Grade 4, Unit 4, p. 177. Grade 5, Unit 6, p. 306. Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Define: region, geographic.
2. Discuss swimming in the ocean and climbing a mountain.
3. Draw a picture in two parts: have ½ desert and the other ½ rainforest or ½ ocean and the other ½ mountains. Have discussion before and after to introduce and clarify.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. What is a region?

2. What are the characteristics of a region?

3. Give examples of the following geographic regions.

   a. a grassland
   b. a desert
   c. a highland region
   d. a marshland region
   e. tundra
   f. a rainforest

Objective and Code: IB3.33

Identify careers and occupations related to geography.

Grade Level: 4,6, World Geography

Instructional Materials

Films	
CC 2739 C	Careers in Oceanography
Filmstrips	
730477	Selecting a Vocation
Printed Materials	
730601	Career Awareness Series
730181	Ocean Challenge
730095	Agriculture, Forestry, and Oceanographic Techniques
Instructional Kits	
73-570	Preserving the Environment
730577	Farming
730404	Environmental Control

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Role play different occupations for various regions. Emphasize clothing, conditions, etc.
2. Examine the Dictionary of Occupational Titles for high school students.
3. Have students explore the Children's Dictionary of Occupational Titles.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Unit 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Which one of the following careers is not related to geography?

_____a. geologist
_____b. oceanographer
__X__c. receptionist
_____d. farmer

2. Where would you look for information concerning careers in geography?

_____a. interview with geographers and geologists
_____b. Occupational Outlook handbook
_____c. films on careers in geography
__X__d. all of the above

3. Cheese is to Wisconsin as ______________ are to Idaho.

__X__a. potatoes
_____b. hay
_____c. corn
_____d. sheep

4. Water is to the oceanographer as land is to the ______________.

__X__a. farmer
_____b. business man
_____c. teacher
_____d. pilot

Objective and Code:

IB3.34

Identify individuals and groups whose creative efforts and inventions have affected the lives of others.

Grade Level:

5, 6, 8, American History

Instructional Materials

Films

CC 3304 N	Benjamin Franklin
AC 3232 E	Indian Influence in U.S.
BC 6200 K	Negro American
BC 3200 J	Female Rebellion
BC 3305 G	George Washington, Great American
CB 3301 Z	Henry Ford
CB 3305 H	First Lady of the World: Elenor Roosevelt
BB 3309D-F	Franklin D. Roosevelt
BB 3309 G	Harry S. Truman
BB 3309 H	John F. Kennedy
CC 3365 F	Thomas Edison
AC 3305 A	Boyhood of George Washington
CC 3305 E	Man and State: Roosevelt and Hoover
CC 3305 D	Man and State: Hamilton and Jefferson
CC 3305 F	American Parade: FDR: Man Who Changed America

Filmstrips

23-171 D	The American Farmer
--------	Institute of Texas Culture Panna Maria The Dahl House What Is A Texan? The Alabama-Coushattas The Easter Fires of Fredrichsburg The Teguas

Textbook Helps:

Activities

1. Make a chart of 10 individuals from throughout the world and what they have done to influence the world. Also include how this has affected you.

2. List 10 great inventions--and their inventors--that have changed the world.

3. List 5 groups which have made contributions to the world. Include at least one outstanding person and contribution from each group.

Additional Materials

Teddy Roosevelt - Social Education - November/December 1977, p. 604

Evaluation Items:

True or False

T 1. Eli Whitney's cotton gin affected all people connected with agriculture because more cotton was planted.

F 2. The invention of the steamboat by Fulton made transportation by water less effective.

T 3. Henry Ford's use of the assembly line increased the production of automobiles.

4. The Father of Texas is

a. Sam Houston
X b. Stephen F. Austin
c. William B. Travis
d. Davy Crockett

5. The most decorated soldier in World War II was from Texas and he was

a. James S. Hogg
X b. Audie Murphy
c. Moses Austin
d. Chester Nimitz

Match the inventor with the invention or discovery.

c 1. Benjamin Franklin	a. cure for yellow fever
d 2. Thomas Edison	b. great architect and inventor
b 3. Thomas Jefferson	c. discovered electricity
a 4. Walter Reed	d. electric light bulb
f 5. Jonas Salk	e. airplane
e 6. Wright Brothers	f. prevention for polio

Objective and Code: IB3.34 Identify individuals and groups whose creative efforts and inventions have affected the lives of others.

Instructional Materials

Printed Materials

630485	Famous Black People in American History
630973	Many Texans
6-18 S	Famous Men and Women in Portrait

Instructional Kits

630585-6	Did You Know-Facts About Presidents
630908	Harriet Tubman

Activities

Objective and Code: IB3.35

Identify and explain the significance of major personalities in Texas, American and world history.

Grade Level: 5,6,7,8, Texas History, American History and World History

Textbook Helps:

Laidlaw:	Grade 5, pp. 197, 242, 260, 263, 429, 447, 452, 453, Grade 6, pp. 100, 110, 254, 307, 377 386, 396, 417, 425.
Harcourt Brace:	Grade 5, pp. 96, 104, 106, 107 144, 192, 227-228, 243-256. Grade 6, pp. 96, 121, 184, 272 308, 309, 322, 336.
Follett:	Grade 5, pp. 78, 169, 184, 339 Grade 6, pp. 114, 241, 288, 289, 374, 413.

Instructional Materials

Films

BC 3326 D	DeSota-A Legacy or Legend
CC 3365C-D	Age of Kennedy
AC 3301 X	Booker T. Washington
AC 3301 O	Lincoln
CC 3551 M	Clara Barton
CC 3304 N	Benjamin Franklin
CC 3135 A	Man and State-Hamilton and Jefferson
BB 3304 A	Daniel Boone
CC 3365 E	Theodore Roosevelt
BC 3340 E	Daniel Boone an American Story
BB 3301 Y	The Truman Legacy
BB 3304 F	Thomas Jefferson
CC 3329 N	George Washington: Making of Rebel
631258	Famous Explorers of America
BB 3301 W	Harry S. Truman: Suddendly Mr. President
631257	Famous American Frontiersmen
CC 3305 K	Truman: Years of Decision
CC 3305 J	Eisenhower: Years of Caution
---------	The Eyes of Texas Series
CC 3301 T	Honorable Sam Houston
CC 4010 A	Julius Caesar-The Rise of the Roman Empire
CB 3362 A	Rise of Hitler
BC 605 A	Michelangelo and His Art
CC 3329 H	Washington: Time of Triumph
BB 3305 I	Martin Luther King (I Had a Dream)

Activities

1. From library research make a notebook of major personalities in Texas, American and World history.
2. Complete a chart for Texas, American, or World history, include person, country, and reason for recognition.

TEXTBOOK HELPS:

American Book:	Grade 5, pp. 164-165, 168-170, 172-173, 175, 217, 264, 329. Grade 6, pp. 117, 121, 214, 280, 284, 339, 341.
Houghton Mifflin:	Grade 5, pp. 140, 201, 332, 366, 432, 434. Grade 6, pp. 92, 195, 304, 331, 370, 391.
Scott Foresman:	Grade 5, pp. 139, 229, 272, 294, 317, 335, 342, 347. Grade 6, pp. 136, 181, 256, 304, 391.
Scholastic Book:	Grade 5, pp. 144, 158, 242, 277, 289-291, 293, 297, 334, 341, 352, 354, 358, 360, 371, 393, 394.

Evaluation Items:

1. Match the leaders of Texas with what each did.

A. Sam Rayburn
B. Mirabeau B. Lamar
C. Barbara Jordan
D. L. B. Johnson
E. Sam Houston

E Hero of the Texas Revolution
C Congressperson from Texas
B Father of Education in Texas
D Senator from Texas
A Speaker of United States House of Representatives

2. Identify the contributions of the famous people listed below from U.S. history.

    1. Benjamin Franklin
    2. Thomas Jefferson
    3. Franklin D. Roosevelt
    4. Dr. Martin Luther King
    5. Thomas A. Edison

3. Identify the country of the world personalities listed below.

    1. Gandhi India
    2. Karl Marx Russia
    3. Churchill England
    4. Pope John XXIII Rome (Italy)
    5. Charles De Gaulle France

4. George Washington is to the United States as Sam Houston was to Texas.

5. Mahatma Gandhi in working for human rights in India could be compared to Martin Luther King, Jr. in America in working for Negro human rights.

Objective and Code: IB3.35 Identify and explain the significance of major personalities in Texas, American and World history.

Instructional Materials

Filmstrips

631167	Davy Crockett
630504	Alexander the Great
740062	The Impeachment of Andrew Johnson
33-114	Napoleon
33-73 F	Americans Settle in Texas
33-73 C	Sam Houston, The Tallest Texan

Printed Materials

630798	Abraham Lincoln's World
6-18 S	Famous Men and Women in Portraits
------	Profiles in Courage - J. F. Kennedy
------	Governing in Texas-An Opportunity to Participate -- Newspapers in Education, Austin American Statesman, Austin, Texas (January, 1981)

Instructional Kits

630585-6	Did You Know? Facts About Presidents
630536-50	Profiles in Dedication

Additional Materials

Creative Interview Lesson - Social Education-March 1979, pp. 217-220.

Activities

Objective and Code: IB3.36

Identify the contributions of various ethnic/cultural groups and individuals to the development of Texas and U.S.

Grade Level: 5,7,8, American History

Instructional Materials

Films

CC 3334 W	Tejanos Parts I and II
AC 3304 T	Meet the Negro Texan
BC 3334 G	Rio Grande: Where Four Cultures Meet
AC 3251 B	Spanish Influence in U.S.
BC 3200 I	Nations Within a Nation
BC 6200 K	Negro Americans
BC 3357C-B	Chinese Americans
BC 6204	Mexican American Family
CB 6200 O	History of the Negro in America
BC 3356 I	Indian Culture
BC 3201 S	Two Families: African and American
BC 3333 E	Wagons West
BC 3330 B	Pony Express
CC 3305 I	Martin Luther King: I Had A Dream
BC 3232	Johnny From Fort Apache
-------	Look At America 1750-1800

Filmstrips

630767	Cowboys of Many Races

Printed Materials

630884	Famous Black Americans
630973	Many Texans
------	Institute of Texas Culture Series on Ethnic Groups
6-18 S	Famous Men and Women in Portraits
------	Profiles in Courage- J.F. Kennedy

Instructional Kits

630703	Cowboy American Kit
630704	Indians and Buffalo
631167	Davy Crockett

Textbook Helps:

Laidlaw:	Grade 5, Units 6-7, Chapters 5-7, pp. 94-145, 197-198, 206, 242, 254-318, 328, 331, 372, 374, 376, 436, 451-452.
Ginn:	Grade 5, Unit 1, pp. 8-31.
Bowmar-Nobel:	Grade 5, Unit 2.
Harcourt:	Grade 5, Unit 4, Chapters 2-5, pp. 102, 104, 110, 115-116, 148, 152, 155-156, 160, 192, 195, 198-205, 140, 243, 255.

Activities

1. List 10 words we use in our English language that come from Mexico (i.e. lasso).
2. Name 5 foods that we eat that has its origin from another culture (i.e. Taco).
3. Name 2 musical instruments that came from another culture (i.e. guitar).
4. From what culture did we get the sport of tennis?

TEXTBOOK HELPS:

American:	Grade 5, pp. 42, 104, 168, 172, 175, 217, 231, 237, 268-287, 328-329.
Houghton-Mifflin:	Grade 5, pp. 106-151, 173, 200 202, 211, 227, 240-247, 260, 263, 290, 298, 333, 429, 432, 434-435.
Follett:	Grade 5, pp. 41, 79, 83, 85, 103, 109, 166, 215, 245, 269, 270, 277, 279, 317, 318, 320, 331, 338, 339.
Scott Foresman:	Grade 5, pp. 72, 83, 98, 133, 139, 140, 152, 180, 198, 211, 266, 268-271, 294, 304, 317, 335, 342, 344.
Scholastic Books:	Grade 5, 52-80, 90-101, 102-115, 131, 139, 147, 173, 209, 213, 221, 222, 223, 226, 253, 261, 291, 308, 314-327, 334-

Evaluation Items:

1. List 5 ethnic/racial groups in Texas.
2. List 2 contributions from 3 of the above groups.
3. What have been the results of ethnic/cultural meshing in the U.S.?
4. Log cabins were to the Swedish colonist as patroonships were to the ___Dutch___
5. List contributions of the Chinese to the U.S.
6. Contributions of the Irish? Jews? Italians? Scandinavians? Polish?
7. What states in the U.S. did these people settle?
8. What ethnic group fought for the Independence of Texas?

Objective and Code: IB3.36 Identify the contributions of various ethnic/cultural groups and individuals to the development of Texas and U.S.

Instructional Materials

Activities

TEXTBOOK HELPS:

Scholastic Books: continued:
335, 352-354, 358, 372, 386-389, 393, 398.

Objective and Code: IB3.37

List changes which may take place in each culture whenever two or more cultures come in contact.

Grade Level: K-3,6, Sociology
World History

Instructional Materials

Films	
AC 909 C	Working With Others
BC 2925	Lost is a Feeling
BC 3362 G	Art of Diplomacy-World War I and World War II
630428	Custer's Last Stand
Filmstrips	
630963	Crescendo
630501	Davy Crockett
630430	George Washington's Surprise Attack
Printed Materials	
------	Discrimination Study Prints BFA Educational Media
------	Ways of Man Textbook
------	Teaching About Conflict: Northern Ireland - Center for International Relations

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1, 3, 5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.

Activities

1. Identify words from other cultures that have become commonly accepted. Then discuss the possible "whys".
2. If foods from other cultures are accepted why aren't other people. Discuss.
3. Research the affect the culture of the United States has had on the culture of Japan.

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

ACTIVITIES

Note: UNICEF Cookbook may be used to assist in Activity 2 above.

Evaluation Items:

1. What is the MOST important benefit to society of people respecting others of different ethnic origins?

X a. It would make it easier for all people to contribute to society.
____ b. It would eliminate the need for people of different groups to live together in the same area.
____ c. It would result in everyone speaking English as a first language.

2. Read the following descriptions of people of different races interacting in work situations. Which ONE do you think is the BEST example of RESPECTFUL behavior?

____ a. Mike, a Black, and Charles, an Anglo, work together on a government research project. When Mike and Charles disagree Mike goes directly to the supervisor to complain.
____ b. Mr. Green, an Angle, and Mr. Swartz, a Black, have worked next to each other on the same job for ten years. Mr. Green and Mr. Swartz have seldom talked to each other.
____ c. Fred Bear has worked in a factory close to the Indian reservation for five years. He has been faithful and hard working. Mr. Bear wants to take Thursday off from work to attend a tribal celebration. The boss has threatened to fire him if he takes that day off.
X d. Mei Lee lives and works in Chinatown. Sally Sands, a college student, had been hired as a summer employee at the plant where Mei Lee works. Mei Lee introduced Sally to other workers on the job.

3. Why should we respect people of different races? Select the ONE BEST reason.

____ a. because we are told that we should
____ b. because the laws say we must respect them
____ c. because it makes us feel better inside
X d. because it makes people of other races feel better

True or False

F 4. Different means bad.

F 5. People from places far away are here in this country to free load.

T 6. We can learn new things from people of other cultures.

T 7. It is important to learn new ways of living among people of different bacegrounds.

Objective and Code: 1B3.38

Compare and contrast the way people live today with given periods in the past.

Grade Level: K-8, World History American History

Textbook Helps:

Laidlaw:	Grade 4, pp. 290-293.
Silver Burdett:	Grade 4, Chapter 8, pp.171-174, 121-126.
Harcourt Brace:	Grade 4, Unit 3, pp. 144-161.
Houghton:	Grade 4, Unit 4, pp. 214-239.
American Book:	Grade 4, Chapter 5, pp. 129-147.
Scott Foresman:	Grade 4, Chapter 21, pp. 226-237.
Follett:	Grade 4, pp. 119-129, 135-139.
Scholastic:	Grade 4, pp. 198-200, 239-242.

Instructional Materials

Films

CC 3368 A-C	Eyewitness to History
AB 3239 A	Early Settlers of New England
CC 3305 D	Man and State-Hamilton and Jefferson
AB 3247 B	Spinning Wheel
BC 3355 H-J	America in 1968
CC 6203 B	Slave's Story
BC 3104 B	Trends
BC 3301 L	Lifting Veil (George Washington Carver)
BC 3305 G	George Washington, Great American
BC 203 A	Our Changing World of Life: Cattleman
BB 3309 D	Franklin D. Roosevelt-New Deal
BC 3239 E-J	Had You Lived Then Series
BB 3309 E	FDR/War Comes to America
BB 3309 F	FDR-War Years
CC 3305 K	Truman: Years of Decision
CC 3305 J	Eisenhower: Years of Caution
CC 3367 C	Ben Gurion: One Place, One People
--------	U. S. in the Twentieth Century
--------	Hawaii Revisited
--------	Look of America 1750-1800

Filmstrips

33-14 B	Occupations and Amusements
33-17	Life in New Netherlands
33-18 B	Life in a Southern Town

Activities

1. Barth Activities:
   - No. 19, p. 274
   - No. 20, p. 275
   - No. 22, p. 276
   - No. 23, p. 276
   - No. 24, p. 277

Evaluation Items:

1. The spinning wheels were to colonists as ____________ are to modern Americans.

___a. looms
___b. textile mills
___c. spinning wheels

2. Compare and contrast how people live today and how they lived yesterday during the beginning of our nation (1780's). Use the following sub-headings to illustrate your comparison and contrasts.

food
clothing
shelter
transportation
goods and services
communication
recreation

Objective and Code: IB3.38 Compare and contrast the way people live today with given periods in the past.

Instructional Materials

33-8 F	The Middle Colonies
------	Dress-Images of America Series Chevron School of Broadcast
73-0623	Working Americans-Newsweek Multimedia Kit

Printed Materials

630798	Abraham Lincoln's World

Activities

Objective and Code: IB4.1

Locate major political, cultural, physical, and economic regions of the world on a map or globe.

Grade Level: 2,6, World History, World Geography

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1, 3, 5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.

Instructional Materials

Films

AC 3285 E	Global Concepts in Maps
BC 3285 G	Language of Maps
BC 2702 M	Latitude, Longitude, and Time Zones
BC 3285 I	Mapping the Earth's Surface
BC 3285 A	Maps and Their Meanings
BC 3285 L	Introducing Globes

Filmstrips

32-3 E	Locating Places on Maps

Printed Materials

630046	Readiness for Map Skills
630346	Study Lessons in Map Reading
------	Map Skills Series - American Book Company
------	Scholastic Social Studies Skills Program

Instructional Kits

630972	Where and Why

Additional Materials

Questionnaire and Primary Source Document - Social Education - February 1978, pp. 114-115.

Activities

1. Locate the major political, cultural, physical and economic regions of the earth on a map or globe.

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

Evaluation Items:

1. Locate the major political, cultural, physical and economic regions of the earth on map or globe.

Locate the following. This should be done on a series of map exercises.

2. Locate the communist countries.
3. Locate the German settlements of Texas.
4. Locate the Polish settlements of Texas.
5. Locate the Swedish settlements.
6. Locate Mexican settlements.
7. Locate mountain ranges.
8. Locate desert areas.
9. Locate plains areas.
10. Locate coastal lowlands.

Objective and Code: IB5.1

Interpret graphs.

Grade Level: 1, 4, World Geography

Instructional Materials

Films

BC 3285 K	Map Skills: Understanding Latitude
BC 3285 A	Maps and Their Meaning
AC 3285 E	Global Concepts in Maps
VC 3590 V	Using Map Scale to Compute Air
BC 3285 L	Introducing Globes

Filmstrips

32-3 E	Locating Places on the Map
32-2 B	Map Symbols Dots and Lines

Printed Materials

-------	Scholastic Social Studies Skills Program
-------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students

Instructional Kits

630970	Maps Show the Earth
631240	How To Read a Map
631079	Learning to Use Maps

Additional Materials

Population Cast Study on Hawaii - Social Education, February 1981, pp. 109-124.

Time Line Lesson - Social Education, October 1979, p. 494

Textbook Helps:

American:	Grade 4, atlas in back, Grade 5, Chapter 1, pp. 2-20
Follett:	Grade 4, pp. 3, 13, 15, Grade 5, unit on atlas, Grade 6, Unit 1, pp. 27, 29-30, 32, 35-36, Unit 10, pp. 206, 228, Unit 18, p. 399
Harcourt:	Gradd 4, Chapter 1, Unit 1, p. 35, Grade 6, Chapter 4, pp. 29-37.

Activities

TEXTBOOK HELPS:

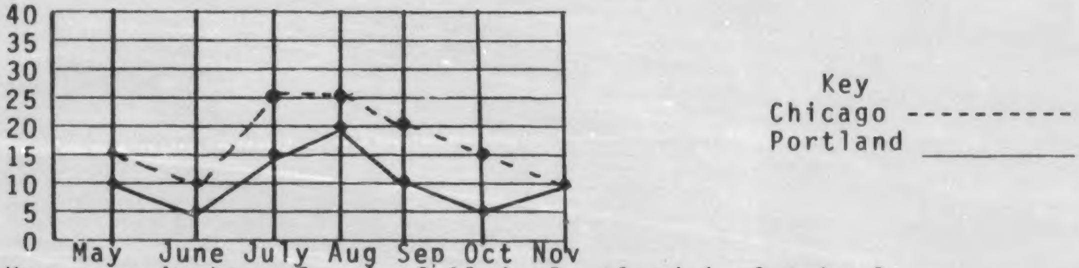
Houghton:	Grade 4, Units 1-2, Grade 5, pp. 448-468, Grade 6, Lesson 5, pp. 252-254, and Skill Builder in each chapter.
Laidlaw:	Grade 4, maps and graphs, Grade 5, Chapter 1, pp. 14-35, Grade 6, Chapter 1, pp. 30, 40, 460.
Scholastic:	Grade 4, Skill Builder at end of unit, Grade 5, pp. 27 34, Grade 6, Skill Builders.
Scott Foresman:	Grade 5, pp. 370-379.

ACTIVITIES

1. Barth Activities, No. 9, p. 74.

Evaluation Items:

A line graph is one way to present information. Studey the line graph below. Then answer each question that follows.



1. How many inches of rain fell in Portland in October?

a. 25
___b. 15
___c. 10
___d. 20

2. How many inches of rain fell in Portland in August?

___a. 15
___b. 25
___c. 20
___d. 10

3. In which month did 15 inches of rain fall in Portland?

___a. July
___b. May
___c. October
___d. September

4. Which city had more rain during May?

___a. Portland
___b. Chicago

5. Which city had the same amount of rain in July and August?

___a. Chicago
___b. Portland

Objective and Code: IB5.2

Read and compare maps and globes.

Grade Level: 1, 4, World Geography

Instructional Materials

Films

BC 3285 K	Map Skills: Understanding Latitude
BC 3285 A	Maps and Their Meaning
AC 3285 E	Global Concepts in Maps
VC 3500 V	Using Map Scale to Compute Air
BC 3285 L	Introducing Globes
AC 3285	Maps Are Fun

Filmstrips

32-3 E	Locating Places on the Map
32-2 B	Map Symbols Dots and Lines
------	Scholastic Social Studies Skill Program

Printed Materials

------	Selected Social Studies Skills - 88 Reinforcement Skills for Secondary Students - Social Science Education Consortium

Instructional Kits

630970	Maps Show the Earth
631240	How To Read a Map
631079	Learning to Use Maps

Additional Materials

Geography Through Landsat Maps - Social Education, November/December 1977, pp. 606-622.

Primary Source Document - MAP using Hachure and Contour Methods - Social Education, November/December 1977, pp. 640-641.

Textbook Helps:

American:	Grade 4, atlas in back, Grade 5, Chapter 1, p. 2-20
Follett:	Grade 4, pp. 3, 13, 15, Grade 5, atlas in back.
Harcourt:	Grade 4, Chapter 1, Unit 1, p. 35, Grade 6, Unit 6, p. 31.
Houghton:	Grade 4, Units 1-2, Grade 5, pp. 448-468, Grade 6, Skill Builder.

Activities

1. Barth Activities
   No. 4, p. 189
   5, p. 190
   6, p. 181
   4, pp. 93-97

TEXTBOOK HELPS:

Laidlaw:	Grade 5, Chapter 1, pp. 14-35.
Scholastic:	Grade 4, Skill Builder, Grade 5, pp. 27-34.
Scott Foresman:	Grade 5, pp. 370-379.

Evaluation Items:

Use a globe to locate countries which are located in the following positions.

1. 20^o S. Latitude, 20^o E. Longitude ________________
2. 30^0 N. Latitude, 10^o E. Longitude ________________
3. 20^0 N. Latitude, 0^o Longitude ________________
4. 40^0 S. Latitude, 60^o E. Longitude ________________
5. 10^o S. Latidude, 60^o W. Longitude ________________

Objective and Code: IB5.3

Interpret social studies information presented in various graphic forms.

Grade Level: 2, 4, 7, World Geography

Textbook Helps:

American:	Grade 4, Chapter 1, pp. 3-35 Atlas in back, Grade 5, Chapter 1, pp. 2-20, Grade 6.
Follett:	Grade 4, pp. 3, 13, 15, Grade 5.
Harcourt:	Grade 4, Chapter 1, pp. 35-47, Grade 6, Unit 6, p. 31.
Houghton:	Grade 4, Lesson 3, pp. 29-40 Building Map Skills, Grade 5 pp. 448-468, Grade 6, Skill Builder.

Instructional Materials

Films

BC 3285		Map Skills: Understanding Latitude
BC 3285		Map Skills: Understanding Longitude
AC 3285	E	Global Concepts in Maps
AC 3285		Maps Are Fun

Filmstrips

32-3	E	Locating Places on the Map
32-2	B	Map Symbols, Dots and Lines
973	U	Uniting the Colonies I & II
---------		Founding the Nation - American Revolution - Encyclopedia Britannica
---------		Graphs - Scholastic Publications

Printed Materials

---------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
---------	Colonial and Revolutionary America Green and Leschen
---------	Political Cartoons in newspaper or Ben Franklin Times

Instructional Kits

630970	Maps Show the Earth
631240	How to Read a Map
631079	Learning to Use Maps
------	About American Revolution - Educational Insights, Inc.

Activities

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapter 1, pp. 10-28.
Scholastic:	Grade 4, Skill Builder pp. 12-15.
Scott Foresman:	Grade 4, Lesson 1, pp. 16-17 Lesson 2, pp. 18-19, 21-25.

ACTIVITIES

1. Barth Activities
   No. 17, p. 273
   6, p. 261
   1, p. 257
   9, p. 74

Additional Materials

Critical Evaluation Through Postage Stamps - Social Education, November/December 1977, pp. 626-629.

Time Line Lesson - Social Education, February 1980, pp. 87-88

Evaluation Items:

1. Place ten examples of graphs on a paper for students to identify. Have them locate and name the use of each.

   Examples - timelines, bar graphs, globe, line graph, etc.)

Objective and Code: IB5.4

Evaluate the processes and results of decision making.

Grade Level: 4, 7, Political Science

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Instructional Materials

Films	
BC 909 K	To Be The Most You Can Be
BB 3218 B	U.S. Community and Its Citizens
BC 956 H	They
CB 3102	To Sow Seeds
BB 919	Obligations
BC 3113 B	Right of Dissent
AC 4440	New Look
BC 951 N	In By Whose Rules
BC 951 B	Trying Times
Printed Materials	
------	Sociology: People in Groups - Peter H. Dublin
------	Decisions and Outcomes - College Entrance Examination Board
------	You and the Law Resource Manual - Dallas Junior Bar Wives Club
Instructional Kits	
630868	Helping is a Good Thing
------	You're the Banker - Texas Bankers Association
730531	Career Games
730299	Caveat Kit
740239	Innerchange

Activities

1. Citizenship Decision Making - Richard Remy Addison-Wesley Publishing Company
2. Scholastic Social Studies Skill Series.
3. Land Use Decisions - Harris County Department of Education - Houston, Texas.
4. Resource Acquisition - Harris County Department of Education - Houston, Texas.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8 p. 378, Grade 6, pp. 308-309
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3 p. 257, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. Graduation is coming. You have no idea of what you want to do when you leave school. You are fearful about your future and trying to decide what to do. Below are actions you might take in an effort to solve your problem. Identify the action that is least helpful by placing an X by the appropriate letter.

___a. talk with the school counselor
___b. write to universities, community colleges and trade schools to learn about opportunities
_X_c. find out what your best friend is going to do
___d. get information and advice from the local state employment office

2. You want to be an auto mechanic, but you lack the training. Which is the one solution least likely to solve your problem?

___a. go to vocational school in an auto repair program
_X_b. go to work in an auto parts store
___c. become an apprentice in a garage which repairs cars
___d. enlist in the armed forces in a vehicle mechanics program

Textbook Helps:

Objective and Code: IB5.5

Perceive cause-effect relationships.

Grade Level: All Levels

Instructional Materials	**Activities**
	1. Barth Activities: No. 2, p. 206 No. 6, p. 261 No. 7, p. 262

Evaluation Items:

Objective and Code: IB5.6

Determine the relationship between cause and effects.

Grade Level: 4, 5, 6

Instructional Materials

Films

BC 2507 B	Investigations
BC 2507 C	Evidence
BC 2507 D	Patterns
BC 2507 E	Adaptions
BC 2507 F	Context
BC 2507 G	Trial and Error
BC 2507 H	Modeling
BC 2507 I	Theory
BC 2507 J	Prediction

Printed Materials

---------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
---------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company

Instructional Kits

631124	Developing Study Skills
631141	Things a Family Uses

Textbook Helps:

Activities

1. Barth Activities
    - No. 6, p. 261
    - No. 7, p. 262
    - No. 8, p. 225
2. Provide student with a newspaper article containing cause and effect relationship and ask the student to read the article. Then give the student a list of the causes included in the article and ask him/her to write the correct effect resulting from the cause.

Evaluation Items:

1. Slavery and the election of Lincoln is to the Civil War as ______________________ are to the westward movement.

   Answer: adventure and freedom

2. If you know your homework assignment your grade will

_X_ a. go up
___ b. go down
___ c. stay the same
___ d. go up and down

3. Match the following:

2 a.	Japan bombs Pearl Harbor	1.	Large Irish immigration to the U.S.
1 b.	Potatoe famine in Ireland	2.	U.S. declares war on Japan
3 c.	Oil discovered in Nigeria	3.	Money flows into Nigerian economy

Textbook Helps:

Objective and Code: IB5.7

Draw a conclusion from data and/or statements which support it.

Grade Level: All Levels

Instructional Materials

Activities

1. Scholastic Social Studies Skills Program.
2. Teaching About Diversity: Latin America - Center for Teaching International Relations.
3. Global Issues: Activities and Resources for the High School Teacher by Kenneth Switzer and Paul Mulloy - Social Science Education Consortium.
4. Teaching About Food and Hunger: 33 Activities Center for Teaching International Relations.
5. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium.

Evaluation Items:

Objective and Code: IB5.8

Verify the validity of the information.

Grade Level: 4, 8. Political Science

Instructional Materials

Films	
AC 1925 G	Where to Find It
AC 1918 A	Critical Thinking
BC 1929 L	Listening Between the Lines
Filmstrips	
9-15	Don't Know - Look It Up
Instructional Kits	
631079	Developing Study Skills

Textbook Helps:

American:	Grade 5, p. 167, Chapter 14, p. 347.
Follett:	Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt:	Grade 4, Thinking Skills Grade 5, Practicing Skills
Houghton:	Grade 5, Unit 1, p. 22, pp. 51, 80.

Activities

1. Define the following terms:
    a. inference
    b. observation
    c. data
    d. interpretation
    e. bias
    f. advertising

   Then discuss relationship of information and the source of it's origin.
2. Consumer guidelines as outlined by learners for products they want. Brainstorm.
3. Role play and debate with one male and one female: All boys are sloppy writers.
   All girls are terrible in sports.
   Boys never clean-up their rooms.
   Girls never know when to shut-up.

   Teacher must clarify between fact and generalizations.

TEXTBOOK HELPS:

Laidlaw:	Grade 4, pp. 176, 271, 292, 306, 311. Grade 5, Concepts and Understanding.
Scholastic:	Grade 4, pp. 89, 106, 136, 152, 264, Grade 5, Unit 4, p. 1-8, Unit 6, p. 284, Unit 7, p. 330, Grade 6, pp. 294, 356-357.

Evaluation Items:

Objective and Code: IB5.8 Verify the validity of the information.

Instructional Materials	**Activities**
	Scott Foresman: Grade 4, Unit 4, Chapter 17, p. 183, Unit 5, Chapter 20, p. 214, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316, Grade 6, Chapter 26, Lesson 1, pp. 309-311.

Evaluation Items:

Suppose you are getting dressed to go to school and you want to know how cold it is outside. You have five sources of information.

a. The weather forecast in yesterday's newspaper, which says that the temperature is not expected to get any warmer than 10 degrees above zero today.

b. Your father, who has just come in from trying to get his car started. He says, "Burr! It must be 10 below zero out there."

c. Your brother, who is trying to get you to promise to deliver his paper route after school. He says, "The sun's coming out. It looks as though it's going to warm up a lot today."

d. The thermometer mounted outside the kitchen window, which reads 15 degrees above zero.

e. Your mother, who reports that the milkman told her it was 5 below zero.

C 1. Which source of information may not be reliable because the person making the statement wants to influence you to do something?

A 2. Which source may not be reliable because it is not up to date?

E 3. Which source may not be reliable because it is not original -- because the information is secondhand?

B 4. Which source may not be reliable because the information in the statement is based on personal opinion rahter than on demonstrated fact?

D 5. Which source of information is likely to be the most reliable?

Objective and Code: IB5.9

Differentiate among cause and effect generalizations, summary generalizations, and value generalizations.

Grade Level: 4-6

Instructional Materials

Films	
AC 3118 G	What Makes a City
AC 1918 A	Critical Thinking
AC 1908 S	Listening Skills - An Introduction
BC 1929 L	Listening Between the Lines
Filmstrips	
31-12 D	Community Solves A Problem
20- 7 N	Deductive Reasoning
19-70	Looking Things Up
Instructional Kits	
---------	The Magic Circle Series - Human Development Program

Textbook Helps:

American:	Grade 5, Chapter 14, p. 347
Follett:	Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt:	Grade 4, Thinking Skills Grade 5, Practicing Skills
Houghton:	Grade 5, Unit 1, pp. 22, 51, 80.
Laidlaw:	Grade 4, pp. 271, 292, 306, 311, Grade 5, Concepts and Understandings

Activities

1. Define cause and effect. Generate examples of cause and effect such as The early bird catches the worm.
2. Define summary generalizations. Discuss examples of, such as,"The class as a whole did poorly on this science unit so ----- we will try it again from a different direction." Or "Our class lost the game due to poor team work so ------ we will now work on team work."
3. Define value generalizations. Discuss examples such as, "Your best friend wants to copy your test paper but you know it will put him behind if he never learns the material!" In other words, "Do you help a friend when you let him copy?"
4. Barth Activities
   No. 2, p. 206
   No. 6, p. 261
   No. 7, p. 262
5. Citizen Me - Grade 6, Lesson 11.
6. Observation skills - interrupt class with an incident (someone makes an announcement; fight breaks out, etc.) After occurence have students tell or record what happened. Make point - did you actually see and hear this or did you assume this happened?
7. Have someone give a campaign speech. Listen to the promises made. Discuss promises to see if the person can actually do what he promises.

Evaluation Items:

1. Which one of the following statements describes a situation where a job was discontinued due to improved technology and caused workers to need retraining?

___a. workers were laid off when sales dropped
___b. Sandy Clark left her summer job in the Clark Dairy to return to college
___c. the nurses received the new equipment they had ordered
_X_d. Buddy Hays went to night school after losing his job as a seam stitcher when the last company making shoes by hand changed to machine stitching

2. The Reserve Chemical Company recently added a computer to its bookkeeping department in order to summarize sales and trends very rapidly. Which one of the following statements best describes how this change would likely affect employees of Reserve Chemical?

___a. extra bookkeepers would be hired
_X_b. some employees in the department would be retrained and some replaced by people with computer training
___c. there would be more bookkeeping done by hand
___d. personnel in other departments would not be affected by the change in the bookkeeping department

3. Which one of the examples below shows how technology has eliminated some jobs, causing a need for workers to retrain?

___a. construction workers need to learn to use new products like plastics and foam
_X_b. many places use computers to do some of the work their bookkeepers and accountants used to do
___c. new products such as the transistor have caused a change in the ways equipment is repaired
___d. the government cuts in the space program have eliminated the jobs of many engineers in the program.

4. When you buy a product you have seen advertised, why do you buy it?

___a. the music in the commercial was lively
___b. your favorite star advertised the product
_X_c. you have a need for the product and think it will fulfill your need
___d. the product has been advertised continuously and must be the best

5. Consumer guides are to buying as reference books are to research

___a. candy
___b. education
_X_c. projects and/or solutions

Objective and Code: IB5.9 Differentiate among cause and effect generalizations, summary generalizations, and value generalizations.

Instructional Materials	Activities
	TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 264, Grade 5, Unit 4, p. 188, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 294.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316.

Objective and Code: IB5.10

Form valid generalizations.

Grade Level: All Levels

Instructional Materials

BC 2507 B	Investigations
BC 2507 C	Evidence
BC 2507 D	Patterns
BC 2507 E	Adaptions
BC 2507 F	Context
BC 2507 G	Trial and Error
BC 2507 H	Modeling
BC 2507 I	Theory
BC 2507 J	Prediction

Printed Materials

---------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Instructional Kits

631124	Developing Study Skills

Additional Materials

Primary Source Document - Ship Manifest, 1847 - Social Education, October 1977, pp. 540-541.

Textbook Helps:

American:	Grade 5, Chapter 14, p. 347.
Follett:	Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt:	Grade 4, Thinking Skills, Grade 5, Practicing Skills
Houghton:	Grade 5, Unit 1, pp. 22, 51, 80.
Laidlaw:	Grade 4, pp. 271, 292, 306, 311, Grade 5, Concepts and Understanding

Activities

1. At the conclusion of a topic of study, have the students delineate generalizations which can be made from the study.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 264, Grade 5, Unit 4, p. 188, Unit 6, p. 285, Unit 7, p. 330, Grade 6, p. 294.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, p. 309-316.

Evaluation Items:

1. Your fifty-year old uncle likes to watch football games on Sunday afternoons. What conclusion can you draw?

___a. Fifty-year old men like to watch football.
___b. Sunday afternoon is a good time to watch football.
_X_c. Your uncle is a football fan.
___d. Football games are fun to watch.

2. Twenty years ago it took two people to carry $15.00 worth of groceries. Today one person can carry $15.00 worth of groceries. Which statement is correct?

___a. Grocery bags are larger today than they were twenty years ago.
___b. People are stronger today than they were twenty years ago.
_X_c. $15 .00 today buys fewer groceries than it did twenty years ago.
___d. $15.00 today buys more groceries that it did twenty years ago.

Textbook Helps:

Objective and Code: IB5.11

Identify and analyze propaganda techniques.

Grade Level: Government, Free Enterprise, Economics

Instructional Materials

Printed Materials

Political Propaganda Through Pictures - Social Educatio February 1980, pp. 98-99.

Political Cartoon - Social Education - February 1980, pp. 138-140.

Primary Source Document on German World War I Propaganda - Social Education, May 1978, pp. 398-399.

Activities

1. Barth Activities: No. 5, p. 155

Objective and Code: IB5.12

Identify and analyze hasty generalizations.

Grade Level: All Levels

Instructional Materials

Textbook Helps:

Activities

1. Scholastic Social Studies Skill Program.
2. Global Issues: Activities and Resources for the High School Teacher by Switzer and Mulloy Social Science Education Consortium

Objective and Code: IB5.13

Question the appropriateness or accuracy of generalizations and summaries.

Grade Level: All Levels, Political Science

Instructional Materials

Films

AC 1918 A	Critical Thinking
AC 1908 S	Listening Skills - An Introduction
BC 1929 L	Listening Between the Lines

Filmstrips

31-12 D	Community Solves a Problem
20- 7 N	Deductive Reasoning
19-70	Looking Things Up

Printed Materials

------	Scholastic Social Studies Skills
------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.

Instructional Kits

------	The Magic Circle Series - Human Development Program

Textbook Helps:

American:	Grade 5, Chapter 14, p. 347
Follett:	Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt:	Grade 4, Thinking Skills Grade 5, Practicing Skills
Houghton:	Grade 5, Unit 1, pp. 22, 51, 80
Laidlaw:	Grade 4, pp. 271, 292, 306, 311, Grade 5, Concepts and Understandings

Activities

1. Define inferences, observations, data, bias, interpretation, and advertising. Discuss the relationship of information and the source of its origin.
2. Consumer guidelines as outlined by students for products they want. Brainstorm.
3. Role play and debate with one male and one female and the teacher to clarify between facts and opinions:
   a. All boys are sloppy writers.
   b. Boys never clean-up their rooms.
   c. All girls are terrible at sports.
   d. Girls never know when to keep quiet.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 264, Grade 5, Unit 4, p. 188, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 294.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316.

Evaluation Items:

1. If your career goal is to become a builder and developer of homes, which of the following is not a reason why you need geometry?

___a. to determine the square footage of the homes
___b. to calculate the pitch of the roof
___c. to draw or read the blue prints of the homes
_X_d. to figure the payroll of your employees

2. Place an X by each of the following statements that would help an individual achieve the career goal as manager of a retail store.

_X_a. general business
_X_b. speech
_X_c. distributive education
_X_d. general math
_x_e. English

3. To be a legal secretary, one need not be able to

___a. answer the phone courteously
___b. understand some legal terms
___c. recognize the usage of good English grammar
_X_d. defend sections of a legal document

Objective and Code: IB5.14

Determine if date supports a hypothesis.

Grade Level: American History, All Levels

Textbook Helps:

Instructional Materials

Activities

1. Scholastic Social Studies Skills Program.
2. Global Issues: Activities and Resources for the High School Teacher by Switzer and Mulloy - Social Science Education Consortium.
3. Teaching About Food and Hunger: 33 Activities - Center for Teaching International Relations.
4. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Objective and Code: IB5.15

Choose between relevant and irrelevant data.

Grade Level: American History, All Levels

Textbook Helps:

American:	Grade 5, Chapter 14, p. 347.
Follett:	Grade 4, Unit 3, pp. 143-147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt:	Grade 4, Thinking Skills Grade 5, Practicing Skills
Houghton:	Grade 5, Unit 1, pp. 22, 51, 80.
Laidlaw:	Grade 4, pp. 271, 292, 306, 311, Grade 5, Concepts and Understanding.

Instructional Materials

Films

9-15	Don't Know - Look It Up
AC 1925 G	Where To Find It

Printed Materials

------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company

Instructional Kits

631124	Developing Study Skills

Activities

1. Barth Activities No. 10, p. 227

TEXTBOOK HELPS:

Scholastic:	Grade 4, P. 264, Grade 5, Unit 4, p. 188, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 294.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316.

Evaluation Items:

1. Select a passage from a social studies text or library book. Have the student locate relevant information in the passage to support the topic sentence. Which information is irrelevant in the passage.

Objective and Code: IB5.16

Distinguish facts from hypotheses.

Grade Level: Political Science, All Levels

Textbook Helps:

Instructional Materials

Activities

1. Scholastic Social Studies Skills Program.
2. Global Issues: Activities and Resources for the High School Teacher - Switzer and Mulloy Social Science Education Consortium.
3. Teaching About Food and Hunger: 33 Activities - Center for Teaching International Relations.
4. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium.

Objective and Code: IB5.17

Draw inferences for data.

Textbook Helps:

Grade Level: All Levels

Instructional Materials

Printed Materials

Six Trend Graphs and Charts - Social Education - January 1978, pp. 39-50.

Federal Resources and Addresses - Social Education, May 1981, p. 358.

Activities

1. Scholastic Social Studies Skills Program.
2. Global Issues: Activities and Resources for the High School Teacher by Switzer and Mulloy Social Science Education Consortium.
3. Teaching About Food and Hunger: 33 Activities Center for Teaching International Relations.
4. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium.

Textbook Helps:

Objective and Code: IB5.18

Recognize common fallacies.

Grade Level: Free Enterprise, Economics, Government, History, All Levels

Instructional Materials

Activities

1. Global Issues: Activities and Resources for the High School Teacher by Switzer and Mulloy Social Science Education Consortium
2. Teaching About Food and Hunger: 33 Activities Center for Teaching International Relations
3. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium.

Objective and Code: IB5.19

Compare and contrast the opinions of others.

Grade Level: All Levels

Instructional Materials

Films

AC 1925 G	Where to Find It
BC 2922	You Belong

Filmstrips

9-15	Don't Know - Look It Up

Printed Materials

------	Selected Social Studies Skills = 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Instructional Kits

631124	Developing Study Skills

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 156-158, 165-168.
Follett:	Grade 4, Unit 7, pp. 278-301 Grade 6, pp. 220, 223.
Harcourt:	Grade 4, Chapter 2, p. 20, Chapter 3, p. 22, Grade 6, Unit 5, Lesson 2, pp. 265-275.
Houghton:	Grade 6, Unit 7, pp. 366-367 385, 399, 403.

Activities

1. Provide the student with several factual articles and several opinion pieces concerning the same issue. Ask him/her to organize the facts and arguments contained in these articles in terms of pros and cons and then ask him/her to express his/her own opinions and state his/her reasons for them.
2. Have a debate - compare and contrast the opinions and stands of the candidate on the campaign issues.
3. During an election year let the students have a mock election. They should learn to campaign using facts and opinions in determining who they want to vote for or campaign for.

TEXTBOOK HELPS:

Scholastic:	Grade 6, Chapter 19, pp. 327-335.
Scott Foresman:	Grade 4, Cahpter 23, pp. 257-259.

Evaluation Items:

1. Provide students with articles and opinions and ask him/her to distinguish between facts and opinions.

Objective and Code: IB5.20

Determine the validity of recorded accounts of past or present human conditions or events.

Grade Level: All Levels, World History

Textbook Helps:

American:	Grade 5, p. 167.
Laidlaw:	Grade 4, p. 176.
Scholastic:	Grade 4, pp. 89, 106, 136, 152, 264, Grade 5, Unit 7, p. 330, Grade 6, pp. 356-357
Scott Foresman:	Grade 4, Unit 5, Chapter 20, p. 214, Grade 6, Chapter 26, Lesson 1, pp. 309-311.

Instructional Materials

Films

AC 1918	A	Critical Thinking
AC 1908	S	Listening Skills - An Introduction
BC 1929	L	Listening Between the Lines

Activities

1. Barth Activities:
    - No. 17, p. 200
    - No. 5, p. 235
    - No. 5, p. 291
    - No. 11, p. 196
    - No. 12, p. 197
    - No. 17, p. 273
    - No. 7, p. 224

Evaluation Items:

1. Information can be obtained from one of two kinds of sources: primary and secondary. A primary source is a firsthand or original source. A primary source can be a person (for example, an eyewitness to an event), a document (for example, a letter or birth certificate), or an audiovisual record (for example, a tape recording, motion picture, or photograph). Suppose you wanted to find out what you were like when you were five years old. Some of them could provide you with firsthand information about what you were like as a five-year old; other could not. Look carefully at this list and place an X beside the statement that is a primary source of information.

X a. Family photographs of your fifth birthday party
___ b. A photograph of your father when he was five years old
___ c. A drawing of your family tree
X d. A tape recording of your fifth birthday party
X e. A diary written by one of your parents during the year you were five
___ f. A story you wrote about yourself when you were in the sixth grade
___ g. A report about you written by your kindergarten teacher
___ h. A picture you drew in kindergarten

2. Place a T before each of the following sources if it is a primary source. Place F for false if it is not a primary source.

T a. Dead Sea Scrolls
F b. History text
T c. Satellite photo of weather condition on TV weather report
T d. Watching Monday night football broadcast
T e. Photo of the moon taken by Gemini space crew

Objective and Code: IB5.21

Infer, from information about conditions, times, and places in which people live, what their beliefs, values and activities might be.

Grade Level:

World History,
American History
All Levels

Instructional Materials

Films	
AC 1918 A	Critical Thinking
AC 1908 S	Listening Skills - An Introduction
BC 1929 L	Listening Between the Lines
BC 3232 N	Anthropology: A Study of People
BC 2818 B	Archaeology: Pursuit of Man's Past
AC 3356 A	Clues to Ancient Indian Life
BC 3310 D	Rome: City Eternal
Filmstrips	
31-12 D	Community Solves a Problem
20- 7 N	Deductive Reasoning
Instructional Kits	
-------	The Magic Circle Series - Human Development Programs
630964	What is Prejudice?
630960	Minorities Have Made America Great
630871	Children Around the World

Additional Materials

Manding Name Game About African Culture - Social Education, November/December 1979, pp. 577-579.

Resources for Future Studies - Social Education, March 1979, pp. 226-228.

Textbook Helps:

American: Grade 4, Chapter 2, Grade 5, Unit 2, Grade 6, Chapter 1, pp. 2-25, 236-268.
Follett: Grade 4, pp. 83-86, 90-94, 204, 332-337, Grade 5, pp. 43, 49, Grade 6, p. 341.
Harcourt: Grade 4, Unit 2, Grade 5, Unit 1, Grade 6, Unit 1.
Houghton: Grade 4, Units 3-4, Grade 5, pp. 84-104, Grade 6, Unit 7.

Activities

1. Teaching About Diversity: Latin America - Center for Teaching International Relations. University of Denver.

TEXTBOOK HELPS:

Laidlaw: Grade 4, Units 2-6, Grade 5, Chapters 2-4, Grade 6, pp. 285-293, 305-318, 334-338.
Scholastic: Grade 4, pp. 169, 172-173, Grade 5, p. 84, 86, Grade 6, Unit 2, Chapters 5-6, Unit 3 Chapters 9-12.
Scott Foresman: Grade 4, Chapter 7, Chapter 20, Grade 5, Unit 2, Grade 6, Chapter 2, Lesson 1, pp. 14-27.

Evaluation Items:

1. Which of the factors listed below may contribute to a person's prejudices? Place an X beside each factor that contributes to prejudice.

X a. misinformation
X b. attitudes of parents
X c. attitudes of friends
X d. isolated experiences
X e. personal insecurity
X f. feelings of superiority

2. Johnny Forest, a black, often hears his mother say things that reflect her prejudice against white people. What effect is Mrs. Forest's attitude most likely to have on Johnny's attitude toward white people?

___ a. Johnny will know his mother's attitude is toward white people, so it will not affect his attitude.
X b. Johnny will develop negative attitudes toward white people, even though he doesn't know why he feels that way.
___ c. Johnny will always be able to meet white people without ever thinking about his mother's attitude.
___ d. Johnny will have a positive attitude about white people.

3. Which of the following Statements could contribute to prejudice in your community? Place an X beside the items which contribute to prejudice.

X a. thinking your religion is the only one of value
X b. making ugly remarks in the school hallway about a person of a different race
___ c. being willing to work with people from different backgrounds
X d. refusing to work or live with any races except your own
X e. using generalizations to describe individuals

Textbook Helps:

Objective and Code: IB5.22

Identify contraditions in statements.

Grade Level: American History, All Levels

Instructional Materials

Activities

1. Global Issues: Activities and Resources for the High School Teacher by Switzer and Mulloy Social Science Education Consortium.
2. Teaching About Food and Hunger: 33 Activities Center for Teaching International Relations
3. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium.

Objective and Code: IB5.23

Interpret and evaluate conflicting issues.

Grade Level: All Levels

Instructional Materials

Films

AC 1925 G	Where To Find It
BC 3362 G	Art of Diplomacy World War I and World War II
BB 3305 I	Martin Luther King (I Had a Dream)
CC 3280 Y	Mohammed Rega Pahlari - Politics of Oil
CC 3305 K	Truman: Years of Decision
CC 3367 C	Ben Gurion: One Place, One People
CC 3127 D	Justice, Crime, Criminals and the System
BC 3124 B	House Divided: Lobbies and Critics

Filmstrips

9-15	Don't Know - Look It Up

Printed Materials

---------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
---------	Citizenship Decision Making - Richar Remy - Addison-Wesley Publishing Co.
---------	Teaching About Conflict: Northern Ireland - Center for Teaching International Relations

Instructional Kits

631124	Developing Study Skills

Additional Materials

Debatable Dimemmas - Case Studies for Young Children - Social Education, May 1980.

Textbook Helps:

American:	Grade 5, pp. 322, 323, 189, 300-301, 317-320, Grade 6, pp. 262, 336-338, 333-334, 343, 344.
Follett:	Grade 5, pp. 200-201, 340-341, 345, 346, Grade 6, pp. 258-260, 281, 301-309, 243-244, 263, 266-269, 335, 356.

Activities

1. Barth Activity
   No. 13, p. 230

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 263-265, 370-418, 436, 447, 454, Grade 6, pp. 285-288, 347-360, 381-388.
Scholastic:	Grade 5, pp. 220-223, 340-389, 394-396, Grade 6, pp. 294-393, 396.
Scott Foresman:	Grade 5, pp. 282, 286, 309-324, 344, 345, 190-191, Grade 6, pp. 121, 253, 267, 311.
Harcourt:	Grade 5, pp. 218-219, 228-233, 240-241, 246-248.
Houghton:	Grade 5, pp. 207, 399-419.

ACTIVITIES

2. Austin American Statesman Newspaper in Education activities on governance in Texas.
3. Select three current issues from the newspaper. Interpret.

Evaluation Items:

1. Using different sources, provide students with several articles and ask him/her to analyze the differing treatments of the subject in each article in terms of proximity of the writer to the subject or event, viewpoint and opinions expressed, in-depthness of each article, and relative importance given the article by the writer. Ask the students to explain any differences.

Objective and Code: 1B5.24

Recognize that interpretations of the past vary according to available data and changing conditions.

Grade Level:

All Levels, American History, World History

Instructional Materials

Films

AC 2598 R	Boomsville
CC 3212 S	China: An End to Isolation
---------	Holy Growth - 3/4" sound videotape Order from: WGBH-TV. Overview of postindustrial Japan (1 hour)
--------	Tilt (23 minutes animated cartoons of imbalance of World's resources) World Bank, 1972.

Filmstrips

------	Slavery: America's Peculiar Institution

Printed Materials

------	Values Questionnaires for Race Relations

Instructional Kits

------	Equality: Struggle for Racial Equality (simulation)
------	The History of the Negro in America 3 V Record

Additional Materials

Module on How America Studies Itself: The U.S. Census
Social Education, February 1980, pp. 115-130

Textbook Helps:

American:	Grade 5, pp. 299-302.
Follett:	Grade 6, Units 18-19, pp. 396-436.
Houghton:	Grade 5, Unit 6, Lessons 4-6, pp. 399-425.
Laidlaw:	Grade 5, Chapters 22-23, p. 402, Grade 6, p. 41.
Scholastic:	Grade 5, pp. 39, 51, Grade 6, p. 148.

Activities

1. Barth Activities:
   No. 3 p. 162
   3 p. 162
   31 p. 285
2. Thinking Globally, Acting Locally About Food Population and Energy - Aurora Public Schools
   1085 Peoria Street
   Aurora, Colorado 80011
3. Teaching About Diversity: Latin America
   University of Denver
   Denver, Colorado 80208

Evaluation Items:

1. When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

   a. Would he have been able to fire a gun? Yes __X__ No ______
   b. Would he have been able to listen to a radio? Yes ______ No __X__
   c. Would he have been able to read a printed book? Yes __X__ No ______
   d. Would he have been able to travel fifty miles an hour? Yes ______ No __X__

2. How were the Japanese Americans treated based on information after the bombing of Pearl Harbor?

3. How were Germans treated in the United States during World War II?

4. How did "racist" go about proving the inferiority of Black Americans from 1870-1900?

5. What were some myths about slavery as an institution?

Textbook Helps:

Objective and Code: IB6.1

Classify and label information into categories.

Grade Level: All Levels

Instructional Materials

Films

AC 934 A	Am I Dependable
23-141	Children of Early America
23-142	Children of Pioneer Times
CB 3492 D	Children's Museum
23-153 A	Christman Through the Ages
CC 948 C	Despiet Man's Differences
BC 1825	Dragon Stew

Printed Materials

------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
-------	Richard Remy - Citizenship Decision Making - Addison-Wesley Publishing Company

Instructional Kits

63-970	Maps Show the Earth
631240	How to Read a Map
631079	Learning to Use Maps

Activities

1. Barth Activities
No. 11, p. 229
11, p. 196
12, p. 197
13, p. 197
14, p. 198
17, p. 200
1, p. 46

Evaluation Items:

1. Classify each animal into categories.

Mammal	Bird	Reptile

Whitetail deer
Turkey
Armadillo
Sea Gull
Cottontail rabbit
Squirrel
Robin
Sparrow
Cow
Horse
Dog
Cat

Objective and Code: IB6.2

Identify commonalities among a group of events.

Grade Level: All Levels

Textbook Helps:

American:	Grade 6, Unit 1.
Follett:	Grade 6, Unit 1, p. 22, Unit 2, p. 44.
Harcourt:	Grade 6, Units 2-3.
Houghton:	Grade 6, Unit 3, pp. 102-129
Laidlaw:	Grade 6, Unit 8, pp. 346-403
Scholastic:	Grade 6, Unit 3, Chapter 9.
Scott Foresman:	Grade 6, Chapter 1, p. 10, Chapter 10, p. 113.

Instructional Materials

Films

BC 3262 G	Art of Diplomacy - World War I and World War II
BC 3104 B	Trends
CC 3124 C	Portrait of Election 1972
CC 3124 D	Portrait of Election 1976
CC 3124 E	Tippe Canoe and Lyndon Too
23-153 A	Christmas Through the Ages
CC 948 C	Despite Man's Differences
BC 1825	Dragon Stew

Printed Materials

---------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
---------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.

Activities

1. Barth Activities
   No. 11, p. 229
2. Provide the student with several articles concerning current events all of which reflect or are controlled by a basic principle (i.e. high unemployment often results in social disorder). Ask him or her to read the articles and then to identify and articulate the common principle found in them.

Evaluation Items:

___1. During the American Revolution the cause of the different events leading up to the revolution was Parliament's taxation. (Events such as Boston Tea Party, Boston Massacre, and the Gaspee Affair.) True or False

___2. The seventeen hundreds breed would revolutions designed for independence from ruling countries. True or False

3. Show examples of civilizations that have had no contact but that have similar characteristics

4. List the events, times, places, and names of the Lincoln and Kennedy assassination. Show the similarities.

5. List the events leading up to both World Wars and show the similarities (include the economics side.)

Objective and Code: IB7.1

Willingly work with others as a means of solving problems.

Grade Level: K-3, 7, Sociology, Psychology

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, P. 305. Grade 6, p. 280.
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Instructional Materials

Films

AC 934 E	Being Friends
CC 960 K	Program XI - Interpersonal Relationships
AC 909 B	Guidance - What's Right
AC 909 I	Getting Along with Others
CC 531 B	The Climber

Printed Materials

--------- Citizen Me - Grade 1, Lesson 4

Instructional Kits

740010 What Happens Between People

Activities

1. Organize a class project around group problem solving techniques. Use problems appropriate to the grade level.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 33, Lesson 3, p. 257, Grade 6, Chapter 23, pp. 265-279.

ACTIVITIES

2. Barth Activities
   No. 5, p. 98
   No. 9, p. 25
   No. 2, p. 118
   No. 3, p. 119

Evaluation Items:

1. The school board members want to do something they think will improve the school. They have a certain plan in mind - "Plan X". They have heard rumors that most of the people in the community don't like Plan X. Here is what three different board members want to do next.

   a. Mr. Jones thinks they should forget Plan X because many people are probably against it.

   b. Mr. Green thinks they should invite the public to a meeting and hear arguments about Plan X.

   c. Mr. Williams thinks they should adopt Plan X without stirring up the public because the decision is the school board's responsibility.

   Please answer each of the following questions. Be sure to give two reasons for each answer you select whether it is yes or no.

   a. Do you agree with Mr. Jones? b. Mr. Green? c. Mr. Williams

   Yes ___________ Yes ___________ Yes ___________
   No ___________ No ___________ No ___________

   Give two reasons for each answer.

2. Donna is the head of the accounting department of an automobile agency. She works for the owner of the agency. Place an X by each of those statements that is appropriate for Donna.

   ___ a. Donna checks with the owner before making any decisions.
   _X_ b. Donna is able to take care of most emergencies on her own.
   _X_ c. When making decisions, Donna keeps in mind what the owner prefers.
   _X_ d. Donna carries out the instructions of the owner.
   ___ e. Donna carries out the instructions of the owner only if she personally thinks the instructions are all right.
   ___ f. Donna seldom suggests any ideas of her own to the owner.
   _X_ g. When Donna has what she feels is a good idea, she tells the owner about it.

Objective and Code: IB7.2

Apply the strategies of problem solving when making decisions.

Grade Level: 4, 7, Political Science

Instructional Materials

Films

BC 909 K	To Be The Most You Can Be
BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 E	The Project
AC 935 A	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws and You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws

Instructional Kits

630777	I Talk, I Think, I Reason
730609	To Be Informed Series
631237	My Friends and Me
631235	Being Courteous, Being Considerate
631067	Sing A Song of People
631082	Living With Others
630803	Practicing Good Citizenship
630876	They Need Me

Additional Materials

Geog. Lesson Using Decision Making - Social Education, April 1981, pp. 272.

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp, 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Pattern of Healthful Living - Harris County Department of Education - Houston, Texas.
2. Awareness Activities for Social Awareness.
3. Activities for Developing Positive Self-Awareness.
4. The Ready-Set-Grow Series - Word, Inc.
5. TA for Everybody Series.
6. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents.
7. Multicultural Teaching: A Handbook of Activities, Information and Resources.
8. Scholastic Social Studies Skill Series.
9. Citizenship Decision Making - Richard Remy.
10. Design as a class, a city. Describe the people, homes, buildings, jobs, school, needs of individuals, climate, transportation, etc., and make up laws for them to abide by. Learning to work in groups. Importance of learning to divide work; work together in solving problems; help each other; sharing ideas; and time importance. Provide question-answer session after lessons are presented. Present ways to figure out your own problems.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.

Evaluation Items:

1. Carol, who is a volunteer worker at General Hospital, is graduating from high school. She hopes to make nursing her career. The hospital has offered her a job as nurse's aide. Carol is trying to decide whether to take the job or to enter her local community college to become a Licensed Vocational Nurse.

If Carol decides to take the job as a nurse's aide, which one of the following is most likely to be a result of her decision?

___a. She will get to be a doctor.
___b. She will become a registered nurse.
_X_c. She will always work as a nurse's aide.
___d. She will get married and forget about becoming a nurse.

2. If Carol decides to go to Community College and become a Licensed Vocational Nurse, which one of the following is most likely to be a result of her decision?

___a. She can go anywhere she wants and receive higher wages than any other nurse.
___b. She will learn that there will be very little need for nurses in the future.
___c. She will decide not to get a job as a nurse even if she is licensed.
_X_d. She will get a better job and earn more money than she would have as a nurse's aide.

3. How does school help you grow in the actions you do and how you feel?

4. Why is it important to learn to do things on your own?

5. Why do we make rules or "laws"?

6. What would it be like to live in a land without rules?

7. If we were in a land without rules and things began to bother the people there, what could the people do to solve these problems?

Objective and Code: IB7.3

Engage in research activities and delay decision making until ample information is gathered.

Grade Level: 8, Government, American History, World History

Textbook Helps:

Instructional Materials

Activities

1. Scholastic Social Studies Skills Program.
2. Citizenship Decision Making - Richard Remy Addison-Wesley Publishing Company, 1979.
3. Barth Activities:
   No. 4, p. 106.
4. Global Issues: Activities and Resources for the High School Teacher by Switzer and Mulloy Social Science Education Consortium.
5. Teaching About Food and Hunger: 33 Activities Center for Teaching International Relations
6. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Objective and Code: IB7.4

Propose tentative solutions to problems.

Grade Level: 2, 4, 6

Instructional Materials

Films

AC 935 N	Snowwhite: A Lesson in Cooperation
AC 2375 A	All By Myself
AC 615 G	Clay Comes Alive
BC 2375 S	How Do You Know
AC 1919 A	How To Judge Facts
AC 2360 J	Look, Listen, and Learn

Printed Materials

---------	Scholastic Social Studies Skills
---------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.

Instructional Kits

---------	The Magic Circle Series - Human Development Programs
630972	Where and Why

Textbook Helps:

American:	Grade 6, Unit 1.
Follett:	Grade 6, Unit 1, p. 22, Unit 2, p. 44.
Harcourt:	Grade 6, Units 2-3.
Houghton:	Grade 6, Unit 3, pp. 102-129
Laidlaw:	Grade 6, Unit 8, pp. 346-403
Scholastic:	Grade 6, Chapters 9-10
Scott Foresman:	Grade 6, Chapter 1, p. 10, Chapter 10, p. 113.

Activities

1. Barth Activities
   - No. 1, p. 205
   - No. 7, p. 262
2. Citizen Me
   - Grade 2, Lesson 3
   - Grade 6, Lessons 3-11

Evaluation Items:

1. Elaine is interested in becoming a legal secretary. She has read about this career ans has seen legal secretaries on TV shows. This seems to her to be a job she would enjoy. However, Elaine feels that this career requires someone who can meet people easily and who can speak well in conversations with important people. Her problem is that she is shy. Which one of the following would be the best solution to her problem?

X a. participate in clubs or other groups to develop skills for meeting and speaking to people
___b. work in a small office that doesn't have many clients
___c. become more skilled in her typing and learning more about the law
___d. give up the idea of becoming a legal secretary

2. Sue, who loves animals and hopes to become a veterinarian, was a member of a 4-H Club. For a project she decided to raise a calf. When people in the neighborhood complained to the police, Sue was informed that she could not keep a calf in the city because it was against the law. She was discouraged and angry and decided to quit the 4-H Club. What is the best solution Sue might have tried in order to solve her problem?

___a. asked her family to move to the country so that she could raise the calf
___b. kept the calf and raised it in the city
X c. tried to find a place outside the city where she could have kept the calf and raised it
___d. avoided choosing any 4-H Club project

3. Which one of the situations below probably represents the most serious problem for a worker who wishes to keep his or her job?

___a. being arrested and fined for speeding
___b. parking in a parking spot reserved for someone else in the plant parking lot
X c. sticking a company wrench in his lunch box and taking it home
___d. being late for work twice in the same week

4. Setting goals (and how to achieve them) is to objectives as a savings account is to a future

X a. money source
___b. dress
___c. hair style

Objective and Code: IB7.5

Use problem-solving skills.

Grade Level: 2, 4, 6, American History, World History

Instructional Materials

Films	
BC 3285	Map Skills: Understanding Latitude
BC 3285	Map Skills: Understanding Longitude
AC 3285 E	Global Concepts in Maps
Filmstrips	
32-3 E	Locating Places on the Map
32-2 B	Map Symbols Dots and Lines
Printed Materials	
------	Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium
------	Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.
Instructional Kits	
630970	Maps Show the Earth
631240	How to Read a Map
631079	Learning to Use Maps

Textbook Helps:

Activities

1. Barth Activities
No. 1 p. 256
32 p. 286
6 p. 292

Evaluation Items:

1. The direction from North Pole toward any other point on the globe is

___a. east
_X_b. south
___c. north
___d. west

2. On the globe latitude lines appear as

___a. squares
___b. straight lines
_X_c. circles

3. If you are 90° S (south latitude) you would be at the

___a. equator
___b. antarctic circle
_X_c. South Pole

4. In which direction would you travel going from the equator to Austin, Texas?

___a. south
_X_b. north
___c. west
___d. none of these

Objective and Code: IB7.6

Delay decision-making skills until the dimensions of a problem are known.

Grade Level: 4, 7, Political Science, Free Enterprise, Economics

Instructional Materials

Films	
BC 3128	The Bill of Rights Series
BC 909 K	To Be the Most You Can Be
BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 E	The Project
BC 613 F	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws and You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws

Instructional Kits	
630777	I Talk, I Think, I Reason
730609	To Be Informed Series
631237	My Friends and Me
631235	Being Courteous, Being Considerate
631067	Sing a Song of People
631082	Living with Others
630803	Practicing Good Citizenship
630876	They Need Me

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259 Unit 6, p. 305, Grade 6, p. 280.
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Patterns of Healthful Living - Harris County Department of Education - Houston, Texas
2. Awareness Activities for Social Awareness
3. Activities for Developing Positive Self-Awareness
4. The Ready-Set-Grow Series - Word, Inc.
5. TA for Everybody Series
6. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents
7. Multicultural Teachings: A Handbook of Activities, Information and Resources
8. Scholastic Social Studies Skill Series

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3 p. 257, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. Sally wants to be a forest ranger, but she had been told that there are few openings in that particular career. Which one of the following would be the best advice for Sally in this situation?

___a. Do not consider how many openings there are if she has already made up her mind.
___b. Switch to a different career area that is less interesting to her but for which there is a good opportunity to get a job.
___c. Postpone making a career choice until after she finished college.
_X_d. Seek a career which is related to her chosen career goal but in which there are more job opportunities.

2. Sam Casey has studies to become an aerospace engineer and soon will graduate from college. He had discovered that he cannot find a job. The answer is the same all over: "We have more engineers than we need." Sam blames himself for not investigating more carefully. What should Sam have investigated more carefully?

___a. the names and addresses of more aerospace companies
___b. whether he had the ability to become a good aerospace engineer
_X_c. how many aerospace engineers were graduating from college and the number of jobs that were available
___d. whether the college he was attending was preparing him well enough

Objective and Code: IB7.7

Understand that solving problems involves cooperation, adaptations, resourcefulness, and persistance.

Grade Level: 4, 6, 8

Textbook Helps:

American:	Grade 6, Unit 1.
Follett:	Grade 6, Unit 1, p. 22, Unit 2, p. 44.
Harcourt:	Grade 6, Unit 2-3.
Houghton:	Grade 6, Unit 3, pp. 102-129
Laidlaw:	Grade 6, Unit 8, pp. 346-403
Scholastic:	Grade 6, Unit 3, Chapters 9-10.
Scott Foresman:	Grade 6, Chapter 1, p. 10, Chapter 10, p. 113.

Instructional Materials

Films

CC 2712 K	The Problem with Water is People
BC 533 E	If the Fergi Fits Wear It
CC 533 D	Fergi Meets Challenge
AC 935 N	Snow White: A Lesson in Cooperation
---------	Fences and Gates - General Motors

Filmstrips

630059	Teaching Good Manners and Behavior through Unfinished Stories

Printed Materials

630018	Social Development

Instructional Kits

680668	18 Tracking Activities for Problem Solving Skills

Additional Materials

Simulation on Decision Making - Social Education, October 1979, p. 495.

Activities

1. Have the class undertake a complex problem in the community that requires cooperation, adaptation, resourcefulness and persistence.
2. Use project ICE activities.

Evaluation Items:

1. You see an argument out on the playground and want to do something to stop it.

☐ a. You should choose a side first.
☒ b. You should listen to both sides and then choose a side.
☐ c. You should argue too.

2. Your friend asks you to take something from a department store.

☐ a. You should go along with your friend.
☐ b. You should tell your parents.
☒ c. You should tell your friend no and discuss it with him.

3. You want a bicycle that you saw at a store but it costs $70.00 which you don't have.

☐ a. You could ask your parents for it.
☒ b. You could earn the money by doing jobs for your parents.
☐ c. You could just forget about it.

4. Carol, who is a volunteer worker at General Hospital, is graduating from high school. She hopes to make nursing her career. The hospital has offered her a job as nurse's aide. Carol is trying to decide whether to take the job or enter her local community college to become a Licensed Vocational Nurse. If Carol decides to take the job as a nurse's aide, which ONE of the following is MOST likely to be a result of her decision?

☐ a. She will get to be a doctor.
☐ b. She will become a registered nurse.
☒ c. She will always work as a nurse's aide.
☐ d. She will get married and forget about becoming a nurse.

5. If Carol decides to go to the community college and becomes a Licensed Vocational Nurse, which ONE of the following is MOST likely to be a result of her decision?

☐ a. She can go anywhere she wants and receive higher wages than any other nurse.
☐ b. She will learn that there will be very little need for nurses in the future.
☐ c. She will decide not to get a job as a nurse even if she is licensed.
☒ d. She will get a better job and earn more money than she would have as a nurse's aide.

Objective and Code: IB8.1

Utilize graphs to report data.

Grade Level: 2, 3, 6, 8, World Geography

Textbook Helps:

Follett:	Grade 6, Unit 1, pp. 27, 29-30, 32, 35, 36, Unit 10, pp. 206, 228, Unit 18, p. 399.
Harcourt:	Grade 6, Chapter 4, pp. 29-37.
Houghton:	Grade 6, Lesson 5, pp. 252-254.
Laidlaw:	Grade 6, Chapter 1, pp. 30, 40, 460.

Instructional Materials

Printed Materials

------ Scholastic Social Studies Skills Series

------ Graphs - Scholastic Publishing Co.

------ Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Additional Materials

Various Graphs and Exercises on Hispanics in U.S. - Social Education, February 1979, pp. 104-110

Activities

1. Have the class design a graph to record data-using population of the area for five years.
2. Make a graph showing oil production for a particular area.
3. Make a graph showing cattle production for a particular area.
4. Make a graph showing cotton production for a particular area.

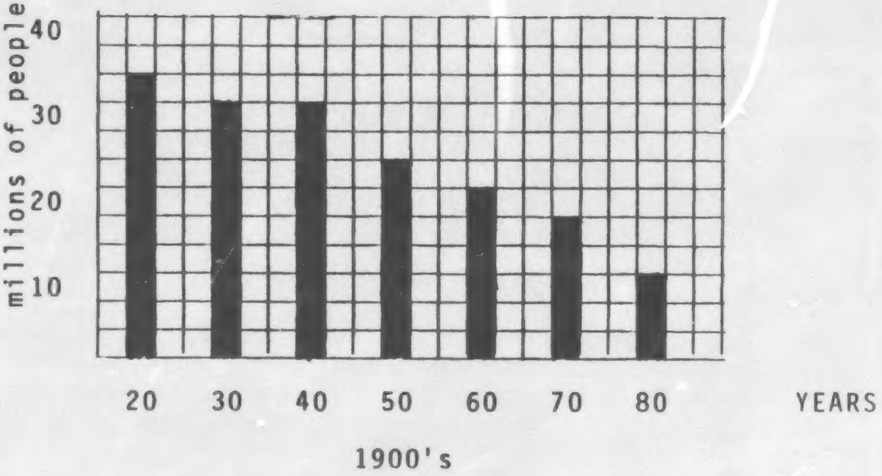
TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Chapter 17, Lesson 2, p. 197, Chapter 18, Lesson 2, p. 207.

ACTIVITIES

5. Barth Activities - No. 9, p. 74.

Evaluation Items:



1. In what year did the largest number of people live on farms?

X a. 1920
____ b. 1940
____ c. 1960
____ d. 1980

2. What was the amount of decline in farm population from 1950 to 1980?

X a. about 15 million
____ b. about 50 million
____ c. about 2 million
____ d. no change or decline

3. Between which 10 year period did farm polulation remain stable?

____ a. 1920-1930
____ b. 1970-1980
X c. 1930-1940
____ d. 1950-1960

Objective and Code: IB8.2

Condense information into valid summaries.

Grade Level: 4, 8, American History

Instructional Materials

Films

AC 1918 A	Critical Thinking
AC 1907 S	Listening Skills - An Introduction
BC 1929 L	Listening Between the Lines

Filmstrips

31-12 D	Community Solves a Problem
20- 7 N	Deductive Reasoning
19-70	Looking Things Up

Instructional Kits

-------	The Magic Circle Series - Human Development Program

Textbook Helps:

American:	Grade 5, Chapter 14, p. 347.
Follett:	Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt:	Grade 4, Thinking Skills, Grade 5, Practicing Skills.
Houghton:	Grade 5, Unit 1, pp. 22, 51, 80.
Laidlaw:	Grade 4, pp. 271, 292, 306, 311, Grade 5, Concepts and Understandings

Activities

1. Make a cartoon serial on a condensed topic of information using symbols as characters. Utilize at the end of a unit or module of study.
2. Make a film strip of topical outline at the end of a unit of study, using symbols as characters.
3. Write a paragraph on favorite "How To" topic and limit it to ten sentences.
4. Make a chart, graph or table on girls with red, blonde, and black hair compared to boys with the same in the classroom.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 264,Grade 5, Unit 4, p. 188, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 294.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316.

Evaluation Items:

1. Use the newspaper to locate current and relevant information. Have students summarize news stories, editorials, and sports events.

2. Outlining is to a term paper as itemizing is to

X a. tax return
X b. inventory list
___ c. buying

Textbook Helps:

Objective and Code: IB8.3

Give oral and written reports.

Grade Level: All Levels

Instructional Materials

Printed Materials

Oral Reports and Amateur Radio - Social Education, November/December 1977, pp. 629-630.

Written Reports Through Colonial Period Newspapers - Social Education, November/December 1977, pp. 634-636.

Creating a Classroom Constitution - Social Education, May 1980, p. 301.

Primary Source Document: Telegram for Persia - Social Education, May 1980, pp. 412-414.

Creating Crossword Puzzles - Social Education, March 1980, pp. 216-217.

Biographical Study of Contemporary Singers - Social Education, March 1980, pp. 217-221.

List and Addresses of Cultural Journalism Publications Social Education, January 1980, pp. 48=51.

Writing Assignments in Social Studies - Social Education, March 1979, p. 181.

Oral Reports Using Classroom Profiles - Social Education. October 1978, pp. 532-533.

Activities

1. Barth Activities:
   No. 6, p. 112
   No. 7, p. 113
   No. 8, p. 113
   No. 9, p. 113

Objective and Code: IB8.4

Express ideas in an orderly and open manner.

Grade Level: All Levels, World History, American History

Instructional Materials

Films

BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 E	The Project
BC 613 F	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws and You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws
BC 3128	Bill of Rights in Action Series
AC 909 K	To Be the Most You Can Be

Printed Materials

------	Pattern of Healthful Living - Harris County Department of Education - Houston, Texas
631244	Awareness Activities for Social Awareness
------	Activities for Developing Positive Self-Awareness-Milliken Publishing Co
------	The Ready-Set-Grow Series - Educational Products Division Word, Inc.
------	TA for Everybody Series - Alvyn Freed
------	100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents - Jack Canfield

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150, Grade 5, Chapter Review.
Follett:	Grade 4, Teaching Thinking Skills.
Harcourt:	Grade 4, Reviewing Key Ideas Grade 5, Working With Key Facts.
Houghton:	Grade 4, Putting It Together
Laidlaw:	Grade 5, Unit End

Activities

1. Problem solving skill development with oral reporting on any topic.
2. List steps needed to do such things as:
    a. ride a bike
    b. fly a kite
    c. play football, baseball, etc.
3. Scholastic Social Studies Skills - Critical Thinking.
4. Barth Activities:
    No. 10, p. 183
    No. 1, p. 166
    No. 2, p. 288
    NO. 3, p. 289

TEXTBOOK HELPS:

Scholastic:	Grade 5, Feature, Grade 6, p. 356.
Scott Foresman:	Grade 4, Using Your Skills

Evaluation Items:

1. Select the situation in which talking to people would be more effective means of communication than a written form of communication.

___a. You want to inform the people in a city about the traffic laws.
___b. You want to provide descriptions of all the courses offered at a school.
_X_c. You want to find out how someone feels about you.

2. Ms. Garcia was mayor of the town. At a town council meeting, she wanted to present a new idea to the group in such a way that they would become interested in the idea and share her enthusiasm. Which one of the following would be the best way for her to communicate her idea to the council?

___a. She should mail a written copy of the idea to each council member.
___b. She should inform the council she has purchased broadcasting time at the radio station during which she will talk about the idea.
_X_c. She should pass out a written copy of the idea at a meeting, then speak to the council in person and present the idea.

3. Oral and/or written responses.

   a. List steps to fly a kite.
   b. List steps to rida a bike.
   c. List steps to get ready for a test.
   d. List steps and/or rules to play a game.

4. Place the steps in the proper sequence by numbering 1-4.

___a. go to sleep at night
___b. go to school
___c. awaken
___d. get dressed and ready

Objective and Code: IB8.4 Express ideas in an orderly and open manner.

Instructional Materials

Activities

Instructional Kits

631067	Sing A Song of People
631082	Living With Others
630803	Practicing Good Citizenship
630876	They Need Me
630664	Teaching Good Manners and Behavior Through Unfinished Stories
630982	Courtesy Series

Objective and Code: IB8.5

State a point of view and support it.

Grade Level: Political Science, American History

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150, Grade 5, Chapter Review.
Follett:	Grade 4, Teaching Thinking Skills
Harcourt:	Grade 4, Reviewing Key Ideas Grade 5, Working With Key Facts.
Houghton:	Grade 4, Putting It Together
Laidlaw:	Grade 5, End Unit

Instructional Materials

Films

BC 2507 B	Investigations
BC 2507 C	Evidence
BC 2507 D	Patterns
BC 2507 E	Adaption
BC 2597 F	Context
BC 2507 G	Trial and Error
BC 2507 H	Modeling
BC 2507 I	Theory
BC 2507 J	Prediction

Printed Materials

--------- Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

--------- Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company

Instructional Kits

631124 Developing Study Skills

Activities

1. Engage in a debate on a social studies topic.
2. Have students investigate a problem in the community. Arrive at a definition of the problem and defend the reasoning for reaching the conclusion.

TEXTBOOK HELPS:

Scholastic:	Grade 6, p. 356.
Scott Foresman:	Grade 4, Using Your Skills

Evaluation Items:

1. Use the newspaper to provide students with several factual articles and several opinion pieces concerning the same current event. Ask him/her to organize the facts and arguments contained in these articles in terms of pros and cons and then ask him/her to express his/her opinions and state his/her reasons for them.
2. Debate on issues which students have researched.
3. Did the student state the problem, give legal reasons for the problem and evidence to support his/her position?

Objective and Code: IB8.6

Explain school policies governing possession, use or sale of illegal drugs.

Grade Level: Government, Political Science

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, p. 172, 179, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, p. 155.

Instructional Materials

Films

------	Law in a Changing Society
CC 407 X	Getting Busted
------	What Do You Do About Rules Guidance Associates
------	Why We Have Laws Learning Corporation

Printed Materials

------	Local School Board Policy Book
------	The Legal Aspects of Drug Abuse and Juvenile Delinquency for the Texas Public Schools - Texas Education Agency

749

Activities

1. Citizen Me - Grade 5, Lesson 10, and Grade 8, Lessons 5, 7-8. Harris County Department of Education - Houston, Texas.
2. See Student Handbook of local school district-

750

Evaluation Items:

1. Can the officials of a school legally search lockers in the school?

Yes __X__ No ______

2. Can the officials in the company of a police officer legally search lockers in the school?

Yes ______ No __X__ They must have a warrant.

True or False

_T_ 3. Your school had a policy concerning drug possession.

4. Information concerning the drug policy of your school would probably be found

___ a. in the fiction section of the library
_X_ b. in the student handbook
___ c. in the Wall Street Journal
___ d. in the attendance records in the office

Objective and Code: IB9.1

Demonstrate concern for the well being of others.

Grade Level: K-12, Sociology

Instructional Materials

Films

AC 934	E	Values - Being Friends
BC 1006	G	On My Own, Feeling Proud
BC 2922	O	Getting Even
BC 951	F	What's Wrong With Jonathan?
BC 945	M	What is a Friend?

Printed Materials

740164	The Value of Caring
740168	The Values of Kindness

Instructional Kits

740138	Sticks and Stones
740225	Powder Horn
631149	How Do You Feel -- You and Yourself
631150	How Do You Feel -- You and Others

Additional Materials

Primary Cource Document - Social Education, April, 1980, pp. 298-300.

Lessons with Mural Art and Children's Literature - Social Education, October 1979, pp. 473-476.

Primary Source Document: Letter to Giuseppe Garibaldi, Social Education, November/December 1979, pp. 604-606.

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Write a "get well card" to someone in the hospital.
2. Call a friend or relative in the nursing home or hospital.
3. Complete a task for your teacher or parent without being told to do it.

TEXTBOOK HELPS:

Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3, p. 257, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. If someone had a serious problem that bothered him/her so much that it affected his/her work and attitude toward others, what would be the BEST thing for him/her to do?

_X_ a. go to see someone who might be able to help solve the problem
____ b. decide that it is his/her own problem, not anyone else's, and hope that it will just go away.
____ c. quit his/her job and stay at home so that he/she can think about what to do
____ d. tell friends at work about the problem so that they will understand why his/her work has been affected

2. Jeannie has been worried about her relationship with her boyfriend. Her parents don't like him and this adds to the problem that already exist. Jeannie cannot concentrate in school and her teacher is worried about her work. She feels that she must talk to someone about her problems. Of the following, select ONE person who could provide Jeannie with professional assistance.

____ a. her parents
____ b. her boyfriend
_X_ c. the school counselor
____ d. her best friends.

3. Place an X by those situations that would require an individual to make adjustments.

_X_ a. the family being divided by divorce
_X_ b. getting a new job
_X_ c. starting a diet to lose weight
_X_ d. moving and having to change school

4. In which ONE of the following situations would the individual NOT need to make an adjustment?

____ a. Jane's boss asks her to work overtime on a special project
_X_ b. Herman's boss is pleased with his work.
____ c. Jose, who has been owrking with Charles, has been assigned to work with Janet.
____ d. Fred's plant supervisor tells him that the plant will be shut doen for two months.

Objective and Code: IB9.2

Value open-mindedness, tolerance of difference, and participation as important aspects of democratic behavior.

Grade Level: Political Science, All Levels

Textbook Helps:

Houghton:	Grade 5, pp. 210-211.
Laidlaw:	Grade 5, p. 231.
Scholastic:	Grade 5, p. 227.

Instructional Materials

Films

BC 2922 G	Just Joking
BC 951 N	By Whose Rules
BC 943 B	Politics, Power and Public Good
CC 6200 M	Bill Cosby on Prejudice
BC 6200 N	Minorities

Printed Materials

730655-01	The Valuing Approach to Career Education - Education Achievement Corporation

Activities

1. Teaching About Diversity - Center for Teaching International Relations.

Evaluation Items:

1. Select the statement that describes the MOST important effect of voting in the United States.

___a. to keep the people informed about what is happening in their government
___b. to find out how many registered voters there are in the country
_X_c. to keep the governmental system working according to the wishes of the people
___d. to allow people to support a political party

2. Helen and her neighbors have a problem. When it rains, the streets in their neighborhood flood. If a storm sewer were put in, the rainwater would run into the river instead of flooding the streets. Which ONE of the following would be the first step to take?

___a. wait for the idea to be thought of by a local official
_X_b. submit a complaint to the local officials.
___c. demonstrate in front of the courthouse
___d. go on TV to broadcast the problem

3. People have become more aware of the frequent inequality in wages of paid male and female employees doing the same type of work. What effect has this had on our economic system?

_X_a. upward adjustment of some women's wages
___b. reduction of the number of employed women
___c. downward adjustment of the gross national product
___d. no effect

4. Going to school should make

___a. all people think alike
___b. all people value persons with original ideas
_X_c. all people value ideas important to them

Objective and Code: IIIA1.1

Support basic Constitutional freedoms and be aware of why such support is important.

Grade Level: 2, 5, 8, American History Political Science

Textbook Helps:

American:	Grade 5, pp. 175-176, 240, 303.
Follett:	Grade 5, Unit 7, p. 173.
Harcourt:	Grade 4, pp. 245-246, Grade 5, Unit 3, p. 127.
Houghton:	Grade 5, pp. 189-195.
Laidlaw:	Grade 4, pp. 247, 334-340, 363-366, 397-398, 442, Grade 6, p. 288.

Instructional Materials

Films	
BC 3128	Bill of Rights in Action Series
BC 3306 A	Constitution - Guardian of Liberty
Filmstrips	
------	Governing Texas - An Opportunity to Participate - Austin American Statesman
Printed Materials	
631097	America: Land of Change
630535	The Full Story of the Constitution

Activities

1. Read an available newspaper daily in class. From the newspaper the students were assigned to read and discuss in class the following:
    a. Review current Supreme Court rulings.
    b. Current foreign policy.
    c. National politics.
    d. Economic and social issues.

TEXTBOOK HELPS:

Scholastic:	Grade 5, Chapter 11, p. 172. Grade 6, pp. 324.
Scott Foresman:	Grade 4, pp. 267-271, Grade 5, pp. 152-155, Grade 6, pp. 258-259.

Evaluation Items:

1. Which one of the following is NOT a constitutional right of American citizens?

___a. the right to freedom of speech
___b. the right to practice the religion of one's choice
X c. the right to determine who can purchase and live in the house next door
___d. the right to a fair trial when accused of a crime

2. Could a court in the United States decide that the United States should declare war on another country?

___a. Yes
X b. No

3. Could a court in the United States decide whether a man has taken another person's idea for a new invention?

X a. Yes
___b. No

4. Could a court in the United States decide whether a woman had been unfairly denied a job which a man had gotten?

X a. Yes
___b. No

Objective and Code: IIIA1.2

Respect the principles that underlie the U.S. Constitution, the Bill of Rights, and the Declaration of Independence.

Grade Level: 2,3,5,8, Political Science, American History

Instructional Materials

Films

BC 3306 A	Constitution: Guardian of Liberty
BC 3128 E	Bill of Rights in Action: Equal Opportunity
CC 3306 B	Constitution: Compromise That Makes A Nation
BC 3128 D	Bill of Rights in Action: Freedom of Press
BC 3128 G	Bill of Rights in Action: Freedom of Religion
BC 3128 B	Bill of Rights in Action: Freedom of Speech
BC 3308 C	Declaration of Independence
BC 3128	Bill of Rights in Action: The Story of a Trial
BC 1025 N	Power Play
CC 3315 G	Celebrating a Century: The 1876 Philadelphia Centennial Exhibition

Printed Materials

631122	The Meaning of the Constitution

Textbook Helps:

American:	Grade 5, pp. 168-169, 176, Unit 4, Chapter 9, pp. 234-238, Unit 5, Chapter 14, pp. 332-339.
Follett:	Grade 5, Unit 7, p. 173, Unit 10, pp. 269-271, Unit 13, pp. 336-351.
Harcourt:	Grade 5, Unit 3, pp. 127-173 Unit 4, Chapter 5, pp. 236-251.

Activities

1. Participate in a mock trial.
2. Crandall ISD - Citizenship Modules - Grades 4 and 5, Lesson 3, 1980-81.

TEXTBOOK HELPS:

Houghton:	Grade 5, p. 73, Unit 4, pp. 294-303, Unit 6, pp. 432-438
Laidlaw:	Grade 5, Unit 7, Chapter 17, pp. 310-325, Unit 8, pp. 386-461.
Scholastic:	Grade 5, pp. 168-169, 172-181, 184, Unit 5, Chapter 16, pp. 246-257, Unit 7, Chapter 22, pp. 332-349, Unit 8, Chapter 25, pp. 380-391, Chapter 26, pp. 392-400
Scott Foresman:	Grade 5, p. 149, Unit 5, Chapter 18, pp. 225-230, Chapter 21, pp. 265-266, Chapter 22, p. 268.
Bowman-Nobel:	Grade 5, Unit 10.
Ginn:	Grade 5, Unit 4, pp. 160-208

Evaluation Items:

1. Does Congress have the right to pass a law that every adult in the country has to double the amount of income tax paid to the government?

_X_a. Yes
___b. No

2. Does Congress have the right to pass a law to establish a national church?

___a. Yes
_X_b. No

3. Does Congress have the right to pass a law that a newspaper cannot criticize the President or Congress?

___a. Yes
_X_b. No

4. Which one of the following is NOT a constitutional right of American citizens?

___a. the right to freedom of speech
___b. the right to practice the religion of one's choice
_X_c. the right to determine who can purchase and live in the house next door
___d. the right to a fair trial when accused of a crime

5. The American Declaration of Independence states:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed..."

Do the following statements restate ideas expressed in this quotation from the Declaration of Independence?

a. All men have an equal right to freedom

_X_ Yes
____No

b. All men state life with the same abilities

____Yes
_X_No

Objective and Code: IIIA1.3

Explain the fundamental principles and ideas of the U.S. as contained in the Constitution.

Grade Level:

Government, Political Science
American History 5, 8

Instructional Materials

Films

BC 3315 A	America's Foundation of Liberty
BC 3130 C	Servants of the People
BB 3314	Bill of Rights
BC 3121	Justice, Liberty, and Law
BC 3306 A	Constitution: Guardian of Liberty
CC 3306 B	Constitution: Compromise That Makes A Nation

Filmstrips

631086	Government in Action
31-80	Presidency, Power and Personalities

Printed Materials

631122	The Meaning of the Constitution

Textbook Helps:

American Book:	Grade 5, pp. 168-169, 176, Grade 5, Unit 4, Chapter 9, pp. 234-238, Unit 5, Chapter 14, pp. 332-339.
Follett:	Grade 5, Unit 7, p. 173, Grade 5, Unit 10, pp. 269-271, Unit 13, pp. 336-351.
Houghton:	Grade 5, p. 73, Grade 5, Unit 4, pp 294-303, Unit 6, pp. 432-438.

Activities

1. Memorize the first sections of the Constitution.
2. Reconstruct the Constitutional Convention.
3. Order slides from Constitution Hall.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 136, 232-235, 237-238, 242-246, 247, 281, 286, 331, 372, 449. Grade 5, Unit 7, Chapter 17, pp. 310-325, Unit 8, pp. 386-461.
Scholastic Books:	Grade 5, pp. 168-169, 172-181, 184, 268. Grade 5, Unit 7, Chapter 22, pp. 332-349, Unit 5, Chapter 16, pp. 246-257, Unit 8, Chapter 25, pp. 380-391, Chapter 26, pp. 392-400.
Scott Foresman:	Grade 5, p. 149. Grade 5, Unit 5, Chapter 18, pp. 225-230, Chapter 21, pp. 265-266, Chapter 22, p. 268.
Ginn:	Grade 5, Unit 4, pp. 160-208.
Bowmar-Noble:	Grade 5, Unit 10.
Harcourt Brace:	Grade 5, Unit 10, pp. 269-271, Unit 4, Chapter 5, pp. 236-251

Evaluation Items:

1. Define:

   a. Separation of powers
   b. Checks and balances
   c. Legislative Branch
   d. Executive Branch
   e. Judicial Branch

2. List and explain any 5 freedoms as contained in the Bill of Rights.

3. Explain how we have a government of, by, and for the people.

4. The ideals of our forefathers is comparable to those found in the ____Constitution____.

Objective and Code: IIIA1.4

Explain key concepts that underlie democratic political life and citizen participation.

Grade Level: 5, 8, American History, Political Science, Government

Instructional Materials

Films

BC 3134 B	Choosing Candidates
BC 3200 N	This Way to the White House
AB 3124	How We Elect Our President
BC 3108	Democracy: Your Voice Can Be Heard
BC 3280 U	Leadership and Identify

Filmstrips

31-17 B	Taking Part in Government
31-17 A	Being Active in Government

Printed Materials

------	Social Education "American Political Behavior" Volume 36, February, 1972.
------	Contrasting Political and Social Institutions - Selective Education Systems
------	Decision Making in a Democracy Houghton-Mifflin Company
------	Analysis of Public Issues Houghton-Mifflin Company

Instructional Kits

------ Simulations:
(1) city had
(2) influence

Additional Materials

Lesson on Right of Privacy - Social Education, January 1979, p. 39.

Textbook Helps:

American:	Grade 4, Chapter 5, pp. 136-140, Grade 5, Chapter 14, p. 337.
Follett:	Grade 5, Biographical Sketches
Harcourt:	Grade 4, Unit 4, Chapter 5, p. 213, Grade 5, Unit 2, p. 61
Houghton:	Grade 4, Unit 5, Lesson 3, p. 289, Grade 5, Unit 5, Lessons 3-45, pp. 169-215.

Activities

1. Barth Activities
   No. 5, p. 260.
2. Citizen Me Grade 8, Lessons 14-15.
   Harris County Department of Education
   Houston, Texas
3. Decision Making for Citizenship - Richard Remy - Addison-Wesley Publishing Company, 1980. Grades 9-12.
4. Thematic Units for Teaching English and the Humanities-"Voices for Justice" Second Supplement - National Council of Teachers of English
   1111 Kenyon Road
   Urbana, Illinois 61801

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapter 19, p. 298, Chapter 20, p. 313, Grade 5, Biographical Sketches.
Scholastic:	Grade 4, pp. 37-39, 147, 154-158, Grade 5, Unit 4, p. 52, Unit 5, p. 68, Unit 8, p. 378.
Scott Foresman:	Grade 4, Unit 4, Chapters 16-17, pp. 173-192, Unit 5, Chapter 18, p. 196, Chapter 1 p. 205, Grade 5, Unit 3, Chapter 11, p. 143, Chapter 1 p. 163, Unit 7, Chapter 31, pp 341-348.

Evaluation Items:

1. A lobby is usually

___ a. an issue-oriented interest group.
_X_ b. a government-oriented interest group.
___ c. a self-oriented interest group.
___ d. none of the above

2. Which of the following things are important for getting something done in a group?

___ a. considering alternative strategies.
___ b. communicating with other group members.
___ c. developing a careful plan.
_X_ d. all of the above.

3. The Sierra Club is an issue-oriented group when

___ a. it tries to influence government actions.
___ b. it promotes the interest of its own members.
_X_ c. it is primarily concerned with environmental problems.
___ d. it lobbies in Washington, D.C.

True or False

___ 1. Everyone has responsibilities to our government.

___ 2. Everyone has duties, which are the same as responsibilities.

___ 3. We have some rights as well as some duties we must perform.

___ 4. Many important people carry the burdens of our government.

5. Name some rights that we have.

6. Name some duties that we have.

7. How wealthy or powerful must a person be to be elected president?

Objective and Code: IIIA1.5

Explain the purpose of political philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence.

Grade Level: 5,8, Government, Political Science, American History

Instructional Materials

Films	
BC 3128 E-G	Bill of Rights in Action Series
BC 3308 C	Constitution: Guardian of Liberty
BB 3314	Bill of Rights
BB 3308	Our Declaration of Independence
AC 3134 C	What Liberty and Justice Means
CC 3306 B	Constitution: Compromise That Made a Nation
BC 3308 C	Declaration of Indepencence
BC 3308 D	We Hold These Truths
Filmstrips	
630735	From Sea to Shining Sea
631207	Our Government and How It Works
33-64	Causes of the Revolution
33-78	The Declaration of Independence
Printed Materials	
63-0345	Our American Constitution Series
Instructional Kits	
631198	The Living Constitution
631114	The First Book of the Constitution

Textbook Helps:

American:	Grade 5, pp. 175-176, 240, 303
Follett:	Grade 5, Unit 7, p. 173.
Harcourt:	Grade 4, pp. 245-246, Grade 5, Unit 3, p. 127.
Houghton:	Grade 5, pp. 189-195.
Laidlaw:	Grade 4, pp. 247, 334-340, 363 366, 397-398, 442, Grade 6, pp. 288.
Scholastic:	Grade 5, Chapter 11, p. 172, Grade 6, p. 324.

Activities

1. Brainstorm: Why do we have a Constitution? What is the meaning of the U.S. Constitution?
2. Discuss the meaning and purpose of each of the following: Constitution, Bill of Rights, and the Declaration of Independence.
3. Read and para-phrase each of the documents referred to in exercise 2.
4. Illustrate each document.
5. Prepare a profile study of the framers of each document.
6. Discuss each framer's belief as reflected in the document.
7. Write an essay in defense of each document.

Evaluation Items:

1. Under the Articles of Confederation,

___ a. the national government was the supreme political authority
X b. state governments were sovereign
___ c. Congress had the power to tax citizens
___ d. a simple majority (7 of 13 votes) of Congress could make laws.

2. At the Constitutional Convention, delegates from the larger states favored the Virginia Plan because

___ a. it called for a weak Congress
___ b. every state would have equal representation
___ c. states would remain sovereign
X d. representation in Congress would be based on population size

3. The division of the national legislature into two houses was a result of

___ a. the Virginia Plan
X b. the Great Compromise
___ c. the New Jersey Plan
___ d. the Three-Fifths Compromise

4. The Declaration of Independence

X a. stated justification for freedom from England
___ b. stated the basic laws of the U.S.
___ c. explained the civil rights of Americans
___ d. stated reasons to stay with England

5. The Magna Carta is to England as the ________________ is to America.

X a. Bill of Rights
___ b. Declaration of Independence
___ c. Constitution
___ d. Articles of Confederation

Objective and Code: IIIA2.1

Describe the function of interest groups in the American political process.

Grade Level: 5,8, Political Science

Instructional Materials

Films

BC 3134 B	Choosing Candidates
BC 3124 B	House Divided: Lobbies and Critics
BB 3113 A	See How They Run II
BB 3113 C	See How They Run III
BC 3112 B	Politics and Youth
BC 3112 O	Politics at the Grass Roots
OC 3355 H	Government and Politics

Filmstrips

31-80	Presidency, Power, and Personalities

Printed Materials

------	Your Rights and Responsibilities Ginn and Company
------	American Cultural Behavior Ginn and Company
------	Public Policy - American Educational Publishers
------	Governing Texas: An Opportunity to Participate - Austin American Statesman - Austin, Texas

Textbook Helps:

American Book:	Grade 4, Chapter 5, p. 126. Grade 5, Chapter 14, p. 333.
Follett:	Grade 4, Unit 5, pp. 200-239, Grade 5, Unit 5, p. 113, Unit 6, p. 143.
Harcourt:	Grade 5, Unit 6, p. 307, Grade 6, pp. 276-290.
Houghton:	Grade 4, Unit 5, Lesson 3, p. 289, Grade 5, Unit 5, Lesson 9, pp. 366-377, Grade 6, Unit 7, Lesson 2, pp. 377-381.

Activities

1. Read the local newspaper daily in class. From the newspaper the students were assigned to read and discuss in class the following:
    a. Election debates
    b. Know the difference between political parties
    c. How the electoral college works
    d. How a high school student can become involved in politics

TEXTBOOK HELPS:

Laidlaw:	Grade 5, Chapter 24, p. 439, Grade 6, pp. 410-411.
Scholastic:	Grade 4, pp. 143-144, Grade 5, Chapter 1, p. 10, Grade 6, p. 322.
Scott Foresman:	Grade 4, Chapter 17, p. 182, Grade 5, Chapter 21, Lesson 3, p. 265, Chapter 24, p. 295.

Evaluation Items:

Match each word or phrase with the appropriate statement.

a. craft union
b. wildcat strike
c. closed shop
d. industrial union
e. lockout
f. rank-and-file

1. When the AFL was first organized, each member union represented a different type of skilled worker. ____a____

2. The Taft-Hartley Act of 1947 stated that unions could not require companies to hire only union members. ____c____

3. One tactic early factory owners used in their struggle with unions was to refuse to allow workers into the factory. ____e____

4. In 1969 the Black Lung Association urged miners to strike even though the strikes violated the national contract. ____b____

5. John L. Lewis believed that one union should represent all the workers in the steel industry. ____d____

6. The main goal of the UMWA when it began was to increase wages and improve working conditions in the mines. When the union worked toward this goal, it was acting mainly as ________.

___a. an issue-oriented interest group.
_X_b. a self-oriented interest group.
___c. a government-oriented interest group.
___d. none of the above.

7. During the 1950's, John L. Lewis made sweetheart contracts with the big companies. A sweetheart contract means that

___a. the company agrees to all union demands.
___b. union leaders take part in major company decisions.
_X_c. the company and the union agree to ignore parts of the contract.
___d. union members have approved the contract.

Objective and Code: IIIA2.2

Explain and give examples of the federal system of checks and balances and separation of powers.

Grade Level: 5,8, Government, Political Science, American History

Instructional Materials

Films

BC 3134 A	Executive Power
BC 3113 A	How a Bill Becomes A Law
BC 3107	Debt to the Past
BC 3125 A	Our Uncommon Law
AC 3105	Federal Taxation
BC 3127	Justice, Liberty and Law
BC 3131 A	Ordeal of a President
BC 3306 A	Constitution: Guardian of Liberty
CC 3127 C	In Search of Justice

Filmstrips

31-8 A	Understanding Legislation

Additional Materials

Simulation on Legislative Process of the Senate - Social Education, April 1981, p. 272.

Textbook Helps:

Follett:	Grade 6, pp. 212-213.
Harcourt:	Grade 5, Unit 3, p. 127.
Houghton:	Grade 5, Unit 3, Lesson 4-5, pp. 181-193.
Laidlaw:	Grade 5, pp. 242-249.
Scholastic:	Grade 5, Chapter 11, p. 172, Grade 6, pp. 313-314.
Scott Foresman:	Grade 4, Unit 6, Chapter 24, p. 261.

Activities

1. Citizenship for Decision Making - Richard Remy - Addison-Wesley Publishing Company, 1980.
2. Barth Activities
   Separating Powers, No. 11, p. 141.
   Federalism, No. 12, p. 142.
   Democracy or Republic, No. 13, p. 142.
   Identifying the Structure of Government No. 14, p. 143.

Evaluation Items:

1. The system of government in which no one branch has complete control of the government is called

___a. a federal system
___b. separation of powers
___c. checks and balances
___d. parliamentary system

2. Under the system of checks and balances

___a. laws may be repealed by the people
___b. each branch of government can check the power of the others.
___c. a veto requires a vote of the people
___d. the Supreme Court has greater power over all other branches.

3. One characteristic of Congress that makes it a coalitional political system is that

___a. a few people with the hightst status make the political decisions.
___b. decisions are made by consensus
___c. a small group makes all major decisions
_X_d. a majority of votes is necessary for a decision

4. In the Executive Office a direct line of authority exists between the president and each office. All offices are directly responsible to the president, who makes all the final decisions. This arrangement is characteristic of

_X_a. an elite political system
___b. a bureaucratic political system
___c. a coalitional political system
___d. a participant political system

5. The Supreme Court and Congress both resemble coalitional political systems because

___a. members share political resources
___b. there is a high rate of participation
___c. decisions are made by majority rule
_X_d. all of the above.

Objective and Code: IIIA3.1

Describe the function of executive, legislative, and judicial branches of government.

Grade Level: 5,8, Government, Political Science, American History

Instructional Materials

Films

BC 3306 A	Constitution: Guardian of Liberty
CC 3306 B	Constitution: Compromise That Made A Nation

Filmstrips

631207	Our Government and How It Works

Printed Materials

631090	The Congressman at Work
630345	Our American Constitution
------	Governing Texas: An Opportunity to Participate - Austin American Statesman - Austin, Texas (Jan. 1981)

Instructional Kits

630535	The Full Story of the Constitution
630870	Blacks in Government and Human Rights
------	The Texas Legislature Slide Program

Additional Materials

Order Teacher and Student manuals from Congress in the Classroom. Write:
Congressional Quarterly, Inc.
1414 22nd Street N.W.
Washington, D.C. 20037

Glossary of Congressional Terms - Social Education, November/December 1978, pp. 603-610.

Textbook Helps:

American:	Grade 5, pp. 174, 176, 322.
Follett:	Grade 5, Unit 7, pp. 194-196.
Harcourt:	Grade 5, Unit 4, pp. 240-257.
Houghton:	Grade 5, Unit 3, pp. 189-195.
Laidlaw:	Grade 5, Chapter 13, pp. 244-245.
Scholastic:	Grade 5, Chapter 11, pp. 176-178.
Scott Foresman:	Grade 5, Chapter 12, pp. 152, 156.

Activities

1. Prepare a chart on qualifications people in each branch of government.
2. Prepare a chart to show functions of each branch of government.
3. Compile a list of the representatives of each of the branches for your area.
4. Barth Activities - No. 14, p. 143.
5. Show how each branch of government is involved in checks and balances.

Evaluation Items:

1. Which of the following is not a function of both houses of the United States Congress?

___a. committee investigations
___b. overseeing the operations of the national government
_X_c. approving presidential appointments
___d. helping citizens deal with governmental agencies

2. When the president appoints new members of the Council of Economic Advisors, he or she is acting as

___a. commander in chief
_X_b. chief executive
___c. chief legislator
___d. chief of state

3. Early in its existence, the Supreme Court established its right to decide whether acts of Congress and the president violated the Constitution. This is known as the right

___a. of judicial sovereignty
___b. to decide
_X_c. of judicial review
___d. none of the above

Objective and Code: IIIA4.1

Explain the functions of political parties.

Grade Level: 5,8, Government, Political Science, American History

Textbook Helps:

American:	Grade 6, Unit 5, pp. 245-272.
Houghton:	Grade 5, Unit 3, Lesson 5-6, pp. 181-206.
Laidlaw:	Grade 5, Chapter 14, pp. 256-257.
Scholastic:	Grade 6, Chapter 18, pp. 312-325, 321.
Scott Foresman:	Grade 5, Unit 3, Chapter 13, pp. 159-169.

Instructional Materials

Films

BC 3112 B	Politics and Youth
AC 3112	Political Parties
BC 3112 C	Politics at the Grass Roots
BC 3134 B	Choosing Candidates
BC 3200 N	This Way to the White House
AB 3124	How We Elect Our Representatives
BC 3355 H	Government and Politics
CC 3124 C	Portrait of an Election
CC 3124 D	Portrait of an Election

Filmstrips

31-17 B	Taking Part in Government
31-17 A	Being Active in Government

Printed Materials

------	Political Anthropology University of Georgia
------	Comparative Political Systems Holt-Rinehart and Winston, Publishers

Instructional Kits

------ Simulations
  (1) City Hall
  (2) Influence

Additional Materials

Teaching About the Nazi Party - Social Education, February 1981, p. 86-96.

Activities

1. Have students write a political platform.
2. Hold a mock election.
3. Invite a resource person in to speak on political parties.
4. Barth Activities
   No. 9 p. 183

Evaluation Items:

Write the letter of the political resource by the statement which most clearly reflects that resource.

a. wealth
b. ideas
c. bargaining skills
d. speaking skills
e. status
f. public approval
g. information

_c_ 1. Vic Smith negotiated an agreement between the local union and the owners of the electronics plant.

_b_ 2. City council member Alvarez proposed that the city build a new storm sewer system to prevent the flooding of low-lying areas.

_g_ 3. John Ritter has an important position in the Department of State because he has studied the Soviet Union for many years.

_e_ 4. Warren Burger's statement about the law in the United States have authority because he is the Chief Justice of the Supreme Court.

* _T_ 5. People with high incomes usually have more political resources than people with low incomes.

* _F_ 6. The educational level of women and non-whites has declined steadily since 1955.

* _T_ 7. White, middle class males are likely to have more political resources than other groups in the United States.

* _F_ 8. A person's level of formal education generally has little relationship to his or her political resources.

* Questions 5-8 should be answered T for True statements or F for False statements.

Objective and Code: IIIA4.2

Describe the organization of political parties.

Grade Level: 5,8, Government, Political Science, American History

Textbook Helps:

American:	Grade 6, Unit 5, pp. 245-272.
Houghton:	Grade 5, Unit 3, Lessons 5-6, pp. 181-206.
Laidlaw:	Grade 5, Chapter 14, pp. 256-257.
Scholastic:	Grade 6, Chapter 18, pp. 312-325, 321.
Scott Foresman:	Grade 5, Unit 3, Chapter 13, pp. 159-169.

Instructional Materials

Films

AC 3112	Political Parties
CC 3124 C	Portrait of an Election
CC 3124 D	Portrait of an Election
OC 3355 H	Government and Politics
630774	Portraits of the President

Printed Materials

------	Comparative Political Systems Holt-Rinehart and Winston, Publishers
------	Political Anthropology University of Georgia

Activities

1. Conduct a political convention. Have students develop their platforms, select candidates, etc.

Evaluation Items:

1. In some local elections candidates for office do not run on a party ticket, such an election would be called

___ a. partisan election
X b. nonpartisan election
___ c. special election
___ d. open election

2. Third parties in the United States

X a. focus public attention on new issues
___ b. do not nominate candidates for president
___ c. usually grow into major political parties
___ d. have won many local elections

3. The Republican and Democratic party structure most closely resemble

___ a. a "top-down" organization in which a few people make all the decisions
X b. a loose coalition of local, state, and national organizations
___ c. an organization in which all parts have equal resources
___ d. none of the above

4. The symbolic donkey is to the Democratic Party as __________ is to the Republican Party.

___ a. giraffe
___ b. rabbit
X c. elephant
___ d. none of the above

Objective and Code: IIIA4.3

Compare and contrast American political institutions processes, and values with those of other systems.

Grade Level:

6,8, Free Enterprise, Economics, Government, American History, World History

Textbook Helps:

American:	Grade 6, Unit 5, pp. 244-314.
Harcourt:	Grade 6, Unit 5, pp. 253-316.
Laidlaw:	Grade 6, Unit 9, p. 406.
Scholastic:	Grade 6, Chapter 16, pp. 278-298.
Scott Foresman:	Grade 6, Unit 5, Lesson 2, pp 236-238.

Instructional Materials

Films

CB 3342 A	Germany Since Hitler
BC 3219 B	Israel: A Nation is Born
BC 3298 A	Japan - An Historical Overview
BC 3276 E	Soviet Union: The Past and Present
CC 3202 A	Australia
CB 3212 A	Mao-Tse Tung
BC 3289	From Yesterday to Today
BB 3212 E	China Under Communism
BC 3291 E	Italy: Ancient and Modern
BC 3289 B	France: Yesterday and Today

Filmstrips

630784	Children of Eastern and Central Europe
630781	Children of Pacific Islands
630782	Children of South America
630871	Children Around the World
31-7	Foreign Aid

Printed Materials

631097	America: Land of Challenge
631098	America: Land of Challenge
631090	The Congressman at Work

Instructional Kits

630500	International Simulation
631117	Understanding the Government

Additional Materials

Teaching About the USSR - Social Education, April 1981.

Activities

1. After viewing film or films, divide class up into three groups. Each group is presented a question to talk over and try to reach a conclusion on reasons for its outcome. They are to list their reasons and at the end of a certain time period present their reasons to the class. The group should see if the class agrees with their answers or if they have some different answers.

   Questions to be presented: (samples)
   1. Why was Hitler able to come to power in Germany?
   2. Why was Mao-Tse Tung able to come to power in China?
   3. Could China have been prevented from becoming a Communist country? If so, how?
2. Class discussion. Compare the different life styles of other countries with the way we live here in the United States.

Evaluation Items:

1. What type of government is China under today?

___ a. Socialist
___ b. Democracy
___ c. Dictatorship
_X_ d. Communism

2. Who was the leader of the Chinese Communist Party during the early 1940's?

___ a. San Yat-sen
_X_ b. Mao Tse-Tung
___ c. Chiang Kaishek
___ d. Tie-Me-Yang

3. What is Australia's main livestock export?

_X_ a. cattle
___ b. sheep
___ c. poultry
___ d. hogs

4. If Germany were to be strong, Hitler asserted it would have to be ruled firmly by a single master. All of the following had to be done. Which one is not to be included?

___ a. Hitler proposed a form of government that would aid the working classes.
_X_ b. Each citizen would have a voice in how the government would be run.
___ c. The government would control all business
___ d. Large estates would be broken up.

5. What Italian city was destroyed by the eruption of Mt. Vesuvius?

___ a. Rome
___ b. Genoa
_X_ c. Pompey
___ d. Venice

6. What political resources are important for peacekeeping by the United Nations?

Answer: Possible answers include respect of members, support of world opinion, or bargaining skills.

Objective and Code: IIIA5.1

Recognize law-making bodies as legislative, law interpreting bodies as judicial, and law-enforcing bodies as executive.

Grade Level: 5,8, Political Science, American History, Government

Instructional Materials

Films

AC 3127 D	Justice: Crime, Criminals, and the System
CC 3128 I	Justice: Fear, Crime and Prevention
CC 3127 C	In Search of Justice
CC 535 A	American Enterprise: Government
CC 3127 B	Justice in Trial, Parts I and II

Filmstrips

631207	American Government and How It Works

Instructional Kits

K-59	Law, You, Police and Justice

Textbook Helps:

American:	Grade 4, pp. 165-167.
Follett:	Grade 4, Unit 7, pp. 298-301 Grade 6, p. 113
Houghton:	Grade 5, Unit 3, Lesson 5, pp. 189-195.
Laidlaw:	Grade 5, pp. 244-245
Scholastic:	Grade 5, Chapter 11, p. 172. Grade 6, pp. 316-319.

Activities

1. Barth Activities
   - No. 11 - Separation of Power p. 141
   - No. 12 - Federalism p. 142
   - No. 13 - Democracy or Republic p. 142
   - No. 14 - Identifying the Structure of Government p. 143

TEXTBOOK HELPS:

Scott Foresman:	Grade 4, Chapter 24, pp. 263-264, 269-270, Grade 5, Chapter 12, pp. 149-158, Grade 6, Chapter 22, pp. 253-257.

Evaluation Items:

1. What is the major function of the Texas Legislature? The U.S. Legislature?

2. Where does Congress get its law making power in the Constitution?

3. What is the major function of the Court System?

4. Where does the Court System get its authority in the Constitution?

5. How does the President go about enforcing laws passed by Congress?

6. Where does the President get his authority in the Constitution?

7. Which of the following is not a function of both houses of the United States Congress?

___ a. Committee Investigations
___ b. Overseeing the operations of the national government
_X_ c. Approving presidential appointments
___ d. Helping citizens deal with government agencies

8. When President Carter met with President Anwar Sadat of Egypt to discuss arms sales to Egypt he was acting in which presidential role?

___ a. chief legislator
___ b. party chief
_X_ c. chief diplomat
___ d. chief executive

9. Early in its existence, the Supreme Court established its right to decide whether acts of Congress and the president violated the Constitution. This is known as the right

___ a. of judicial sovereignty
___ b. to decide
_X_ c. of judicial review
___ d. none of the above

10. The president is a member of which branch of the government

___ a. legislative
___ b. judicial
___ c. law enforcing
___ d. executive

Objective and Code: IIIA5.2

Recognize that in the U.S. there is a particular meaning to equal justice under the law.

Grade Level: 5,8, American History, Government, Political Science

Textbook Helps:

American:	Grade 5, Chapter 4, p. 127, Chapter 9, p. 222, Chapter 14, p. 333.
Follett:	Grade 5, Unit 3, p. 83, Unit 10, p. 263.
Harcourt:	Grade 5, Chapter 3, p. 169.
Houghton:	Grade 5, Unit 5, p. 248.
Scott Foresman:	Grade 5, Chapter 17, p. 216, Chapter 18, p. 225, Chapter 19, p. 236, Chapter 21, p.265 Chapter 24, p.295,Chapter 30, p. 334.

Instructional Materials

Films

CC 3127 B	Justice on Trial
CC 3127 C	In Search of Justice
AC 3127 D	Justice, Crime, Criminals and the System
CC 3128 I	Justice, Fear, Crime and Prevention
AC 6200 E	Separate but Equal
------	To Reason Why Social Science Education Consortium Data Book - 3
BC 3128 E	Bill of Rights: Equal Opportunity
BC 3128 G	Bill of Rights: Freedom of Religion
BC 3128 F	Bill of Rights: Women's Rights

Printed Materials

------	Law in American Society Foundation Social Science Education Consortium Data Book - 1
------	Law in Action Series Social Science Education Consortium Data Book - 2

Instructional Kits

K 059	Law, You,the Policy and Justice
------	Law and Justice for the Intermediate Grades: Making Values Decisions SSEC Data Book - 3
------	Law and Order - SSEC Data Book - 3
------	The Law in a Democracy -SSEC Data Boo
------	Sex Fairness in Career Guidance SSEC Data Book - 3

Activities

1. Barth Activities
   No. 9 p. 264
   11 p. 266
   12 p. 267

Evaluation Items:

Answer each of the following with: Strongly Agree, Agree, I have no opinion, Disagree, or Strongly Disagree.

1. Women should run for public office and take part in the government much the same as men do.
2. No matter what a man's color, religion, or nationality, if he is qualified for a job he should get it.
3. Swimming pools should admit people of all races and nationalities to swim together in the same pool.
4. Hotels are right in refusing to admit people of certain races or nationalities.
5. Women should have the same rights as men in every way.
6. People of certain races or religions should be kept out of important positions in our nation.
7. Women should stay out of politics.
8. People should not critize the government, it only interrupts the government's work.
9. It is good for a government to be frequently criticized.

Objective and Code: IIIA6.1

Identify examples of responsible citizenship.

Grade Level: 2,5,6,8 Government, American History

Instructional Materials

Films

BB 3218 B	U.S. Community and Its Citizens
31-14 D	Citizens in a Democracy
CC 1820 C	Authority and Rebellion
BC 935 F	The Bike
AC 204 D	The Nation of Spoilers
BB 3119	Parliamentary Procedures in Action
------	The Law in a Changing Society
------	"That's No Fair!" Guidance Associates

Filmstrips

630803	Practicing Good Citizenship

Printed Materials

631082	Living with Others Parts I and II

Instructional Kits

K-085	Prejudice: The Invisible Wall
K-252	The Rainbow Game

Textbook Helps:

American:	Grade 4, Chapter 5, pp. 136-140, Grade 5, Chapter 14, p. 337.
Follett:	Grade 5, Biographical Sketche
Harcourt:	Grade 4, Unit 4, Chapter 5, p. 213, Grade 5, Unit 2, p. 6
Houghton:	Grade 4, Unit 5, Lesson 3, p. 289, Grade 5, Unit 5, Lessons 3-45, pp. 169-215.

Activities

1. Citizen Me Grades 2,5,6,and 8
Harris County Department of Education
Houston, Texas
2. Decision Making for Citizenship Grades 4-9
Richard Remy - Addison-Wesley Publishing Company.

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapter 19, p. 298 Chapter 20, p. 313, Grade 5, Biographical Sketches
Scholastic:	Grade 4, pp. 37-39, 147, 154-158, Grade 5, Unit 4, p. 52, Unit 5, p. 68, Unit 8, p. 378
Scott Foresman:	Grade 4, Unit 4, Chapters 16- pp. 173-192, Unit 5, Chaoter 18, p. 196, Chapter 19, p. 20 Grade 5, Unit 3, Chapter 11, p. 143, Chapter 13, p. 163 Unit 7, Chapter 31, pp. 341-348.

Evaluation Items:

1. Which of the following rights do you have as a citizen of the United States?

___ a. the right to assemble peacefully
___ b. the right of free speech
___ c. the right to practice one's own religion
_X_ d. all of the above

2. On Saturday's Helen works with the Community Improvement League to clean up trash along Perry Creek. This is an example of

___ a. a right of citizenship
___ b. freedom of speech
_X_ c. a duty of citizenship
___ d. trying to influence government

3. The Community Improvement League is a private government rather than a public government because

___ a. it provides a service
_X_ b. it makes rules only for those who have joined the League
___ c. it accepted a grant from the state for equipment
___ d. it requires that members take part in one project a year

4. A good citizen would

___ a. throw trash out the window of the car
___ b. cut in front of others to go to lunch
_X_ c. pick up broken glass on the playground
___ d. place napkins etc. on the floor in the cafeteria

Objective and Code: IIIA6.2

Identify the rights and responsibilities of individuals in the American legal system.

Grade Level: 3,5,8, Government, Political Science, American History

Instructional Materials

Films

BC 3129 C	Criminal Justice System
BC 3137	Justice, Liberty and Law
AC 3134 C	What Liberty and Justice Mean
BC 3108	Democracy: Your Voice Can Be Heard
CC 1820 B	Crime and the Criminal

Filmstrips

31-7 B	Fight Against Crime

Printed Materials

631122	The Meaning of the Constitution
------	The American Legal System Cornell Law School
------	Your Rights and Responsibilities as An American Cititen - Charles Drigley - UCLA

Instructional Kits

------	Law in a Free Society - Civic Education Series - Charles Quigley
------	Justice in America Series - Robert Patcliffe

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, pp, 172, 179, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, p. 155.

Activities

1. Invite a lawyer or judge to speak about rights and responsibilities of individuals in the American legal system.

Evaluation Items:

1. The right of women to vote in the United States was provided by

___ a. the Declaration of Independence
_X_ b. a Constitutional amendment
___ c. the Bill of Rights
___ d. a Supreme Court decision

2. The right of black citizens to vote in the United States was provided by

___ a. the Declaration of Independence
_X_ b. an amendment of the Constitution
___ c. the Bill of Rights
___ d. a Supreme Court decision

3. In which of the following instances were the civil rights of individuals protected against government attempts to limit individual freedom?

___ a. The internment of Japanese Americans during World War II.
___ b. The Alien and Sedition Acts of 1798, which restricted French sympathizers.
_X_ c. The 1961 Supreme Court decision that police must have a search warrant before forcibly gathering evidence.
___ d. The espionage Act of 1917, which punished those who hindered the war effort by statements they made

Objective and Code: IIIA6.3

Identify the rights of a person accused of a crime.

Grade Level: 5, 7, Government, Political Science, American History

Instructional Materials

Films

CC 1820 B	Crime and the Criminal
CC 947 A	Caught Shoplifting
BC 944 E	Trouble with the Law

Filmstrips

------	The Justice Game - SSEC Data Book 3
------	Juries - Social Studies School Servic

Printed Materials

------	Moot - SSEC Data Book 3
------	The Law and You - Bobbs Merrill

Instructional Kits

------	Innocent Until Game SSEC Data Book 2
------	Jury Game SSEC Date Book 2
------	Simulations - Todd Clark (G513) Social Studies School Service
------	Newsweek Personnal Law (NWK710C) Social Studies School Service

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, pp. 172, 179, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, p. 155.

Activities

1. Hold a mock trial.
2. Visit a county, state or federal court.
3. Have a lawyer to visit the class.
4. Have a policeman to visit the class.

Evaluation Items:

1. List the steps through which an accused person must go between his arrest and trial.

2. Where are the criminal procedural rights found in the U.S. Constitution?

3. How has the Miranda case reinforced an individual's rights?

4. What is the purpose of the Grand Jury proceedings?

5. Should a criminal have rights?

6. Murder is to a felony as ________________ is to a misdemeanor.

☐ a. homicide
☒ b. DWI - Driving While Intoxicated
☐ c. stealing a $1,000.00 ring
☐ d. selling hard drugs

7. Does the accused person have the right to remain silent when police ask questions about the crime?

☒ Yes
☐ No
☐ I don't know

Answer each of the following questions in the same manner as Question No. 7.

8. Does the accused person have the right to know what he is accused of? Yes

9. Does the accused person have the right to see a member of his family before he is jailed? N.

10. Does the accused person have the right to have a lawyer represent him? Yes

11. Does the accused person have the right to go free if he returns the stolen money? No

12. According to the law, are police allowed to keep an arrested person in jail until they collect the evidence against him, however long that takes? No

13. According to the law, if it appears that a man cannot receive a fair trial in one town, can the trial be moved to another town? Yes

14. According to the law, in a murder trial, must the first twelve persons called for jury duty be accepted as a jury? No

Objective and Code: IIIA6.4

Explain the legal rights and protection offered juveniles.

Grade Level: 5,7, Government

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, p. 172, 179, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, p. 155.

Instructional Materials

Films

------	Law in a Changing Society "Arrest and Seize" - Walt Disney Educational Media Company
------	Juvenile Rights - BFA Educational Media
------	Under Arrest -Walt Disney Educational Media

Vidoetape

------	Juvenile Law - You and the Law

Filmstrips

------	Under the Law - Walt Disney Educational Media Company

Printed Materials

------	Family Code - Chapters 51-56, pp. 137-168
------	The Legal Aspects of Drug Abuse and Juvenile Delinquency for the Public Schools - Texas Education Agency

Instructional Kits

740076	Texas Crimes and Punishment
------	Juveniles and the Law - Xerox Corp.
------	Youth Crime and Punishment - Xerox Corporation, 1978

Activities

1. Citizen Me - Grade 5, Lessons 9-11.

Evaluation Items:

True or False

T 1. If you run away from home, you can be placed in a state school.

F 2. It is a crime to hitchhike.

T 3. A local school board has the authority to prohibit an exclusive social club in a public school.

F 4. It is legal to haze your fellow students.

T 5. You can be arrested if you refuse to help a policeman.

T 6. Being arrested and convicted as a teenager can prevent you from becoming a doctor.

F 7. You may plan a robbery, but not commit it and you will not be charged with a crime.

T 8. You yourself may arrest a person who is commiting a crime.

T 9. If you are at a party with kids who are smoking marijuana, you will also be arrested if they are.

T 10. If you falsely claim an emergency to make someone else get off a telephone party line, you can be charged with a crime.

T 11. One of the duties of a juvenile officer is to protect the rights of a juvenile.

F 12. A juvenile is everyone under 18 years old.

Objective and Code: IIIA6.5

Define terms related to juvenile delinquency (e.g. habitual, age of accountability, probation, parole).

Grade Level: 5,7,8, Government, Political Science, Sociology

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, p. 172, 179, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, p. 155.

Instructional Materials

Films

BC 3128 H	Bill of Rights in Action: Story of a Trial
CC 1820 C	Authority and Rebellion
CC 3127 D	Justice, Crime, Criminals and the System
CC 1820 B	Crime and the Criminal'
AC 2364 D	Only Benjy Knows, Should He Tell
BC 3129 B	You Be The Judge

Printed Materials

------	Law Dictionary - Region VII Education Service Center Instructional Materials Center

Instructional Kits

740076	Texas Crimes and Punishment
------	You and the Law

Additional Materials

Lesson on Sentences for Crimes - Social Education, 1978. pp. 634-636.

Activities

1. Define the terms: age of accountability, juvenile delinquency, habitual, parole and probation.
2. Read case studies on the topic: Juvenile Delinquency.
3. Invite a juvenile office probation officer and/or juvenile judge to speak to the class.
4. Take a field trip to visit the juvenile section of the jail or a juvenile home.
5. Distinguish between a minor and a juvenile.
6. Discuss terms of probation and parole.

Evaluation Items:

1. The release of a prisoner before the end of his sentence on condition of future good behavior is:

___ a. probation
___ b. arraignment
_X_ c. parole
___ d. misdemeanor

2. What is the age of accountability in the state of Texas, as a juvenile?

_X_ a. 9
___ b. 16
___ c. 18
___ d. 21

True or False

_T_ 3. If you run away from home, you can be placed in a state school.

_F_ 4. It is a crime to hitchhike.

_T_ 5. A local school board has the authority to prohibit an exclusive social club in a public school.

_F_ 6. It is legal to haze your fellow students.

_T_ 7. You can be arrested if you refuse to help a policeman.

_T_ 8. Being arrested and convicted as a teenager can prevent you from becoming a doctor.

_F_ 9. You may plan a robbery, but not commit it and you will not be charged with a crime.

_T_ 10. You yourself may arrest a person who is commiting a crime.

_T_ 11. If you are at a party with kids who are smoking marijuana, you will also be arrested if they are.

_T_ 12. If you falsely claim an emergency to make someone else get off a telephone party line, can you be charged with a crime.

_T_ 13. One of the duties of a juvenile officer is to protect the rights of a juvenile.

Objective and Code: IIIA6.6

Define the terms and procedures related to crime (e.g. felony, misdemeanor, probation).

Grade Level: 5,8, Government, Political Science, Sociology

Instructional Materials

Films

CC 3127 C	In Search of Justice
CC 3127 B	Justice on Trial
CC 3128 I	Justice, Fear - Criminal Prevention
CC 3127 D	Justice, Crime, Criminals and the System

Filmstrips

740281	Enforcing the Law
740283	Justice and the Law
740282	Law and Justice for the Intermediate Grades
W5331 R-11	The Justice Game Social Studies School Service 10000 Culver Blvd. Box 802 Culver City, California 90230

Printed Materials

------	Law Dictionary
------	Citizen Me - Level 6 Harris County Department of Education-Houston,Texas
------	Respect for Law (phamplet) American Bar Association Special Events Department 77 South Wacker Drive-6th Floor Chicago, Illinois 60606

Instructional Kits

740076	Texas Crimes and Punishment

Textbook Helps:

American: Grade 5, p. 176.
Houghton: Grade 5, p. 195.
Laidlaw: Grade 5, p. 247.
Scholastic: Grade 4, p. 37, Grade 5, p. 172, 179, Grade 6, p. 322.
Scott Foresman: Grade 4, p. 290, Grade 5, p. 155.

Activities

1. Mock Trials - Burglary, Vandalism, Murder
   Social Studies School Service
2.

Evaluation Items:

1. Which of these crimes are felonies?

_X_ robbery
___ aggravated assault
_X_ forgery
_X_ arson
_X_ possession of narcotics
_X_ rape
___ violation of fireworks laws
___ disturbing the peace
___ purchasing or possessing or drinking alcoholic beverages in public by a person under 18 years old

2. Would a misdemeanor carry a

___ a. fine
___ b. jail sentence
___ c. probation
_X_ d. all of the above

3. A felony is to a jail sentence as probation is to a ______________

___ a. Driving while intoxicated - DWI
___ b. first offense
___ c. life imprisonment
___ d. juvenile misdemeanor

Objective and Code: IIIA6.7

Classify examples of civil liberties.

Grade Level: 5,7, Political Science, History

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, p. 172, 179, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, p. 155.

Instructional Materials

Films

BC 3128 H	Bill of Rights in Action: Story of A Trial
CC 3128 A	Bill of Rights: Due Process of Law
BC 3128 B	Bill of Rights: Freedom of Speech
BC 3128 C	Bill of Rights: Against Self Incrimination
BC 3128 D	Bill of Rights: Freedom of Press
BC 3128 E	Bill of Rights: Equal Opportunity
BC 3128 F	Bill of Rights: Women's Rights
BC 3128 G	Bill of Rights: Freedom of Religion

Printed Materials

631122	The Meaning of the Constitution

Activities

1. List and classify each of the Bill of Rights as criminal or civil.
2. Give situations involving each law and ask students to identify the law.
3. Show and discuss the films.
4. Write endings to the open ended films.
5. Make the decision on open ended films.
6. Conduct a mock trial to simulate an example of one civil liberty.
7. Invite a civil liberties lawyer to speak to the class.

Evaluation Items:

1. A member of the Communist party is accused of trying to kill a member of Congress. The Communist refused to testify on the grounds that he might imcriminate himself. Does he have to testify in court?

___ a. Yes, because Communist are a threat to the United States.
___ b. Yes, if the prosecutor can show proof that he did try to kill the Congressman.
_X_ c. No, because he is protected by an amendment to the Constitution.

2. Does the President always have to obey the laws of the United States?

Yes ___X___ No _______

3. Does a judge always have to obey the laws of the United States?

Yes ___X___ No _______

4. Does an army general always have to obey the laws of the United States?

Yes ___X___ No _______

5. Match the examples of civil liberties with the law.

_2_ a. right to print a newspaper
_3_ b. right to speak at a public rally
_1_ c. right to worship in a church
_4_ d. right to conduct a public rally
_5_ e. right to speak before the city council

1. freedom of religion
2. freedom of press
3. freedom of speech
4. freedom of assembly
5. freedom of petition

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, p. 179, Chapter 11, p. 172, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, p. 155.

Objective and Code: IIIA6.8

Explain the legal consequences of possessing, using or selling illegal controlled substance.

Grade Level: 7,8, Government, Political Science, American History

Instructional Materials

Films

CC 407 X	Getting Busted
---------	Law in a Changing Society "Search and Seizure" Xerox Educational Publications

Filmstrips

------	Law in a Changing Society "Consequences for the Community"

Printed Materials

------	Family Code - Chapters 51-56, pp. 137-168.
------	Legal Aspects of Drug Abuse and Juvenile Delinquency for the Texas Public Schools - Texas Education Agency

Instructional Kits

740076	Texas Crimes and Punishment

Activities

1. Citizen Me - Grade 5, Lesson 10
Citizen Me - Grade 8, Lesson 5, 7-8.
Harris County Department of Education
Houston, Texas

Evaluation Items:

In the following case, see if you can charge the defendent with the correct crime or crimes. You might decide that no crime has been committed. Give reasons for your choice.

> Mike and Mary Lee were double dating with George and Ellen. They decided to go to a drive-in movie. During the movie, George began smoking a marijuana cigarette. The others in the car objected, but he continued to smoke. A policeman noticed the unusual smell of the marijuana and arrested all of them, confiscating the car.

(Answer: POSSESSION AND USE OF NARCOTICS - was the charge against George. When drugs are found in a vehicle or in possession of someone in the vehicle, state law requires that the vehicle be confiscated by the authorities.)

Objective and Code: IIIA6.9

Give examples of juvenile delinquency as defined in Texas.

Grade Level: 7, Political Science

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, p. 179, Chapter 11, p. 172, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, p. 155.

Instructional Materials

Films

CC 1820 C	Authority and Rebellion
CC 1820 B	Crime and the Criminal
CC 3127 D	Justice, Crime, Criminals and the System
BC 3129 B	You Be The Judge
Videotape--	Law in a Changing Society
---------	Under Arrest
---------	Juvenile Rights - BFA Educational Materials

Printed Materials

------	Family Code - Chapters 51-56, pp. 137-168.

Instructional Kits

740076	Texas Crimes and Punishment

Activities

1. Citizen Me - Grade 5, Lessons 9-11
   Harris County Department of Education
   Houston, Texas
2. Citizen Me - Grade 7, Lesson 7
   Harris County Department of Education
   Houston, Texas

Evaluation Items:

In the following cases, see if you can charge the defendant with the correct crime or crimes. You might decise that no crime has been committed. Give reasons for your choice.

1. Jenny and Tom were in love, but their parents refused to let them see each other. They were both 16 years old and had known each other for three years. In desperation, they eloped without their parents' knowledge.

(Problems of Marriage - both Jenny and Tom are underage and cannot marry in Texas without parental consent. Their marriage can be annulled by the court on petition of a parent.)

2. Mike and Mary Lee were double dating with George and Ellen. They decided to go to a drive-in movie. During the movie, George began smoking a marijuana cigarette. The others in the car objected, but he continued to smoke. A policeman noticed the unusual smell of the marijuana and arrested all of them, confiscating the car.

(Possession and Use of Marcotics was the charge against George. When drugs are found in a vehicle or in possession of someone in the vehicle, state law requires that the vehicle be confiscated by the authorities.)

3. The Covington Junior High football team had just won the state championship. Some of the players decided to celebrate by buying beer to take to the victory party in the school gym. Tony, Jeff, Maryanne, and Violet, who are 14 years old, each drink one beer.

(Purchasing, possessing, and drinking alcoholic beverages by a person under 18 years old.)

4. Sally was the cashier at Burger Terrific, a short order hamburger stand. Sally would occasionally take money from the cash register and buy gifts for her friends. One day the owner came in unexpectedly and caught Sally putting some of the store's money into her purse.

(Embezzlement - stealing of property by a person to whom it was entrusted by the owner.)

Objective and Code: IIIA6.10

Give examples of how individual rights are limited by constitutional laws.

Grade Level: 5,8, Government, Political Science, American History

Textbook Helps:

American:	Grade 5, pp. 175-176, 240, 303
Follett:	Grade 5, Unit 7, p. 173.
Harcourt:	Grade 4, pp. 245-246, Grade 5, Unit 3, p. 127.
Houghton:	Grade 5, pp. 189-195.
Laidlaw:	Grade 4, pp. 247,334-340, 363-366, 397-398, 442, Grade 6, pp. 288.
Scholastic:	Grade 5, Chapter 11, p. 172, Grade 6, p. 324.

Instructional Materials

Films

BC 943 A	My Country Right or Wrong
CC 3128 A	Bill of Rights: Due Process
BC 3128 C	Bill of Rights: Against Self Incrimination
BC 3127	Justice, Liberty and Law
BC 3306 A	Constitution: Guardian of Liberty
CC 3306 B	Constitution: Compromise That Made a Nation

Printed Materials

------	Justice in Urban America
------	Trailmarks of Liberty Houghton-Mifflin Company
------	Great Cases of the Supreme Court
------	Vital Issues of the Constitution Houghton-Mifflin Company

Instructional Kits

VC 3127	Justice, Liberty and Law

Activities

1. Barth Activities
   No. 11, p. 266
   1, p. 300

TEXTBOOK HELPS:

Scott Foresman:	Grade 4, pp. 267-271, Grade 5, pp. 152-155, Grade 6, pp. 258-259.

Evaluation Items:

Five actions that might protect or promote civil rights are listed in the first column below. For each one, decide which political actor or actors, listed in the second column, would take that action. Write the appropriate letter in the space provided.

1. Ruling that a state's laws cannot discriminate against a person on the basis of sex. __b__
2. Sit-ins to protest lunch counters that would not serve blacks. __d__
3. Ordering federal troops to protect black children who want to attend an integrated school. __a__
4. Passing an education act that requires schools to provide free education for handicapped students. __c__
5. Voting for representatives who support the extension of basic rights. __d__
6. Ruling that every person accused of a crime has a right to a lawyer. __b__

a. the president
b. federal courts
c. Congress
d. citizens

Objective and Code: IIIA7.1

Understand that effective political participation requires an individual's time, effort, and knowledge.

Grade Level: 2,3,5,8 Government, American History

Instructional Materials

Films

BC 3112 B	Politics and Youth
BC 3134 B	Choosing Candidates
BC 3112 C	Politics at the Grass Roots
AC 3112	Political Parties
AB 3124	How We Elect Our Representatives
BC 3355 H	Government and Politics

Filmstrips

31-17 B	Taking Part in Government
31-17 A	Being Active in Government

Printed Materials

------	Public Policy American Educational Publishers

Instructional Kits

------	Simulations: (1) City Hall (2) Influence

Additional Materials

Studying Government Through Practical Community Encounters Social Education, February 1978, pp. 146-147.

Elementary Student Government Program - Social Education, May 1980, pp. 387-391.

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165, Grade 5, Chapter 14, p. 333.
Follett:	Grade 4, Unit 7, pp. 278-309, Grade 5, Unit 7, p. 173.
Harcourt:	Grade 4, Unit 5, Chapters 5-6 p. 261, Grade 5, Unit 3, p. 127, Grade 6, pp. 282-289.
Houghton:	Grade 5, Building On Ideas in each unit.

Activities

1. Decision Making for Citizenship - Richard Remy(Grades 4-9) Addison-Wesley Publishing Company, 1980. Book of Activities
2. Allow each student to actively work for a candidate of his choice.
3. Make a list of activities one would need to follow when participating in a political campaign and design a simulation of that experience.
4. Barth Activities
   No. 4, p. 240
   5, p. 237
   2, p. 206

Evaluation Items:

1. The main goal of the UMWA when it began was to increase wages and improve working conditions in the mines. When the union worked toward this goal, it was acting mainly as:

___a. an issue-oriented interest group.
_X_b. a self-oriented interest group.
___c. a government-oriented interest group.
___d. none of the above.

2. How does the UMWA function as an interest group?

Answer: It promotes the interest of its members, including safety conditions, good wages and benefits. It lobbies for legislation that is favorable to mine workers.

3. Why are there political parties?

4. How were political parties first established?

5. How effective are third parties?

6. How has our policy of selecting senators changed since the Constitution was first adopted?

7. Should young people be persuaded to develop an interest in our government?

8. How can young people take part in our government?

Objective and Code: IVD1.1

Assume individual responsibility for supporting democratic ideals.

Grade Level: K-3, 5, Political Science, American History, Government

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, p. 179, Chapter 11, p. 172, Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290, Grade 5, 155.

Instructional Materials

Films

BC 3130 C	Servant of the People - The Constitution
BC 3306 A	Constitution - Guardian of Liberty
CC 3306 B	Constitution: Compromise That Makes A Nation
BC 3308 B	Declaration of Independence

Filmstrips

31-4	The American Spectator

Printed Materials

660046	In Your Country Bool 4

Activities

1. Citizen Me - Grades 1-8, Harris County Department of Education - Houston, Texas
2. Citizenship Decision Making - Richard Remy Addison- Wesley Publishing Company
3. Barth Activity - No. 2, p. 206.

Evaluation Items:

1. The U.S. Constitution guarantees its citizens many rights and freedoms. However, citizens can have these rights only as long as they

___a. remain registered voters in the U.S.
_X_b. do not impose upon the rights of others
___c. are fully employed
___d. have never been arrested

2. You have a number of rights that are guaranteed by the various levels of government. Which ONE of the following IS NOT one of those rights?

___a. a right to speak out on any issue
_X_b. the right to have a concealed firearm for protection
___c. the right to go to school to get an education
___d. the right to a lawyer and a trial by jury

3. An employer IS NOT allowed to select an applicant for a job on the basis of which ONE of the following?

___a. whether the applicant has a certain amount of education
___b. whether the applicant has had related job experience
___c. whether the applicant is neat and courteous
_X_d. whether the applicant is male or female

Objective and Code: IVD1.2

Accept the principle of majority rule while respecting minority rights.

Grade Level: K-3, 5, Political Science

Instructional Materials

Films

AC 6200 E Separate But Equal
BC 6200 N Minorities

Filmstrips

630812 Children of the Inner City

Additional Materials

Law Lesson Using Moral Dilemmas - "The Ordeal of the Explorers: Moral/Legal Dilemmas" - Social Education, February 1978, pp. 129-131.

Textbook Helps:

American:	Grade 4, Chapter 6, p. 152, Grade 5, Chapter 14, pp. 332-351.
Follett:	Grade 4, Unit 5, pp. 219-225 Grade 5, Unit 3, p. 83.
Harcourt:	Grade 4, Unit 1, Grade 5, Unit 3, pp. 127-179.
Houghton:	Grade 4, Unit 4, pp. 203-265 Grade 5, Unit 1, p. 14.

Activities

1. Citizen Me - Harris County Department of Education - Houston, Texas
2. Patterns for Healtful Living - K-12
3. Analyze a majority and minority report on three landmark cases of law.
4. Contrast "consensus making procedures" with "majority vote" procedures.

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapter 5, p. 75. Grade 5, Chapter 12, pp. 224-230.
Scholastic:	Grade 4, pp. 39-43, Grade 5, Chapter 8, pp. 116-134.
Scott Foresman:	Grade 4, Chapter 1, Lesson 2 p. 8, Grade 5, Unit 1, Chapter 1, p. 4-10, Chapter 4, pp. 43-50, Unit 7, Chapter 30, p. 334, Grade 6, Chapter 2, pp. 14-24.

Evaluation Items:

True or False

_T_ 1. Rights of the minority should be respected at all times.

_F_ 2. It is wrong to criticize the decisions of the majority.

3. Equal justice is guaranteed by the Constitution

___a. to the majority of the people
___b. to the minority of the people
_X_c. to all people

Objective and Code: IVD1.3

Recognize that each member of society has a personal responsibility to help preserve freedom and rights in a democratic society.

Grade Level: 3,5,8, Government Political Science

Instructional Materials

Films

BC 3128 E	Bill of Rights Equal Opportunity
BC 3128 D	Bill of Rights Freedom of the Press
BC 3128 G	Bill of Rights Freedom of Religion
BC 3128 B	Bill of Rights Freedom of Speech
BC 3128 F	Bill of Rights Woman's Rights
BC 3128 H	Bill of Rights in Action - Story of a Trial
BC 3306 A	Constitution - Guardian of Liberty
BC 3308 D	We Hold These Truths
CC 3306 B	Constitution: Compromise That Makes A Nation
BC 3124 A	House Divided: Changes and Reforms

Printed Materials

630535	The Full Story of the Constitution
------	Citizen Me - Grades K-8 Harris County Department of Education Houston, Texas

Additional Materials

Units with Primary Source Dosuments on: World War I
The Home Front
World War II
The Civil War

Write: Education Division (NEE)
National Archives and Records Service (GSA)
Washington, D.C. 20408

Textbook Helps:

American:	Grade 4, Chapter 5, pp. 136-140, Grade 5, Chapter 14, p. 337.
Follett:	Grade 5, Biographical Sketches
Harcourt:	Grade 4, Unit 4, Chapter 5, p. 213, Grade 5, Unit 2, p. 61.
Houghton:	Grade 4, Unit 5, Lesson 3, p. 289, Grade 5, Unit 5, Lessons 3-45, pp. 169-215.

Activities

1. Citizen Me - Grades 2,5,6, and 8
Harris County Department of Education
Houston, Texas
2. Decision Making for Citizenship - Richard Remy (Grades 4-9) Addison-Wesley Publishing Company, 1980.

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapter 19, p. 298, Chapter 20, p. 313, Grade 5, Biographical Sketches
Scholastic:	Grade 4, p. 147, pp. 154-158, Grade 5, Unit 4, p. 52, Unit 5, p. 68, Unit 8, p. 378.
Scott Foresman:	Grade 4, Unit 5, Chapter 18, p. 196, Chapter 19, p. 205, Unit 4, Chapter 16-17, pp. 173-192. Grade 5, Unit 7, Chapter 31, pp. 341-348, Unit 3, Chapter 11, p. 143, Chapter 13, p. 163.

Evaluation Items:

1. Which of the following rights do you have as a citizen of the United States?

____a. the right to assemble peacefully
____b. the right of free speech
____c. the right to practice one's own religion
__X__d. all of the above

2. On Saturdays Helen works with the Community Improvement League to clean up trash along Perry Creek. This is an example of

____a. a right of citizenship
____b. freedom of speech
__X__c. a duty of citizenship
____d. trying to influence government

3. The Community Improvement League is a private government rather than a public government because

____a. it provides a service
__X__b. it makes rules only for those who have joined the League
____c. it accepted a grant from the state for equipment
____d. it requires that members take part in one project a year

4. A good citizen would

____a. throw trash out the window of the car
____b. cut in front of others to go to lunch
__X__c. pick up broken glass on the playground
____d. place napkins etc. on the floor in the cafeteria

Objective and Code: IVD1.4

Explain how individual rights and freedoms are limited by majority rule.

Grade Level: 3,5,8, Political Science, Government, American History

Instructional Materials

Films

BC 3128 E	Bill of Rights Equal Opportunity
BC 3128 D	Bill of Rights Freedom of the Press
BC 3128 G	Bill of Rights Freedom of Religion
BC 3128 B	Bill of Rights Freedom of Speech
BC 3128 F	Bill of Rights Women's Rights
BC 3128 H	Bill of Rights in Action - Story of a Trial
BC 3306 A	Constitution, Guardian of Liberty
BC 3308 C	Declaration of Independence
BC 3308 D	We Hold These Truths
CC 3306 B	Constitution: Compromise That Makes A Nation

Printed Materials

630535	The Full Story of the Constitution

Textbook Helps:

American:	Grade 5, pp. 175-176, 240-303.
Follett:	Grade 5, Unit 7, p. 173.
Harcourt:	Grade 4, pp. 245-246, Grade 5, Unit 3, p. 127.
Houghton:	Grade 5, pp. 189-195.
Laidlaw:	Grade 4, pp. 247, 334-340, 363-366, 397-398, 442.
Scholastic:	Grade 5, Chapter 11, p. 172. Grade 6, p. 324.

Activities

1. Have students trace the history of majority rule and compare it with "consensus" rule making.

TEXTBOOK HELPS:

Scott Foresman:	Grade 4, pp. 267-271, Grade 5, pp. 152-155, Grade 6, pp. 258-259.

Evaluation Items:

1. If a citizen of the United States wants to find a statement of his civil rights, in which one of the following should he look?

____a. in the Bible
__X__b. in the Constitution
____c. in the Articles of Confederation
____d. in the Declaration of Independence

2. Explain where the limits are for an individual's rights.

Answer: An individual's rights are limited to the point where they infringe on others rights.

3. Do you get your turn to express your opinion at your class meeting?

____a. never
____b. sometimes
____c. always

4. Does the person that you nominate for an office win?

____a. never
____b. almost never
____c. sometimes
____d. most of the time
____e. always

5. The majority of votes cast in an election produces winners. In your school does it seem to be the same people who are elected to run everything.

____a. never
____b. occasionally
____c. usually
____d. always

6. To what extent do you feel that your individual rights and freedoms are limited.

1 ______ 2 ______ 3 / 3 ______ 2 ______ 1
below average ______ normal or average ______ above average

7. Do you agree with majority rule?

1 ______ 2 ______ 3 / 3 ______ 2 ______ 1
Disagree ______ Agree

Objective and Code: IVD1.5

Identify rights contained in the Bill of Rights.

Grade Level: 5,8, Political Science, American History, Government

Textbook Helps:

American:	Grade 5, pp. 175-176, 240-303.
Follett:	Grade 5, Unit 7, p. 173.
Harcourt:	Grade 4, pp. 245-246, Grade 5, Unit 3, p. 127.
Houghton:	Grade 5, pp. 189-195.
Laidlaw:	Grade 4, pp. 247, 334-340, 363-366, 397-398, 442. Grade 6, pp. 228.

Instructional Materials

Films

BC 3128 E	The Bill of Rights Equal Opportunity
BC 3128 D	The Bill of Rights Freedom of the Press
BC 3128 G	The Bill of Rights Freedom of Religion
BC 3128 B	The Bill of Rights Freedom of Speech
BC 3128 F	The Bill of Rights Woman's Rights
BC 3128 H	The Bill of Rights in Action - Story of a Trial
BC 3306 A	Constitution - Guardian of Liberty
BC 3308	We Hold These Truths
CC 3306 B	Constitution - Compromise That Makes A Nation

Printe Materials

630535	The Full Story of the Constitution
------	Our Constitution and What It Means - William Kottmeyer

Instructional Kits

631143-01 C	Synopsis II

Activities

1. The Constitution (workbook) Parts I and II.

TEXTBOOK HELPS:

Scholastic:	Grade 5, Chapter 11, p. 172. Grade 6, p. 324.
Scott Foresman:	Grade 4, pp. 267-271, Grade 5, pp. 152-155, Grade 6, pp. 258-259.

Evaluation Items:

1. Which one of the following rights is provided for each citizen in the United States Constitution?

____a. the right to have a good job
____b. the right to go to college when he is old enough
__X_c. the right to go to any church he wants to attend
____d. the right to have enough money to buy a nice home

2. The Bill of Rights protects a person's right to

____a. life
____b. liberty
____c. pursuit of happiness
____d. all of the above
____e. none of the above
____f. answer C only

3. A person who shouts "fire" in a crowded theater and there is no fire is:

____a. endangering the lives of others
____b. using his right to freedom of speech
____c. doing what he should do

4. A guarantee of every U.S. citizens' fundamental rights and freedoms may be found

____a. in the Declaration of Independence
____b. in the Bible
____c. in the Constitution of the United States

5. The freedom of speech, freedom of religion, and the right to have a trial by jury are

____a. all the rights in the Bill of Rights
____b. only three rights of the Bill of Rights
____c. rights protected by our police force

6. The right to have a trial by jury, to keep and bear arms and right of people to peaceable assembly are

____a. rights we need to have
____b. promises made by the President
____b. guaranteed to us in Bill of Rights

Textbook Helps:

Objective and Code: IVD1.6

Has an awareness of global concerns.

Grade Level: World History, American History

Instructional Materials

Films

------ Last Grave at Dimbaza
------ End of the Dialogue
------ Boomsville
------ Rich Man, Poor Man: Education - BBC-TV and Time/Life Multimedia
------ Tile - World Bank

Printed Materials

------ Schooling and Citizenship in A Global Age by Lee Anderson Social Studies Development Program
------ You and Your Community in the World by Alger and Hoovler - Learning Package in International Studies Consortium for International Studies Education
------ A World of Cities by Chadwick Alger Mershon Center: Report #18
------ Thinking Globally, Acting Locally about Food, Population, and Energy Aurora Public Schools
------ Teaching Reading in the Social Studies: A Global Approach for Primary Grades - Center for Teaching International Relations

Activities

1. Global Issues: Activities and Resources for the High School Teacher - Social Science Education Consortium.

2. Mid-Atlantic Directory to Resources for Asian Studies - East Asian Studies.

3. Center for Teaching International Relations
    - Teaching About Food and Hunger
    - Teaching About Population Growth
    - Teaching About Population Issues
    - Teaching About Diversity: Latin America
    - Images of China
    - Perceptions About Arabs
    - Teaching About Ethnic Conflict
    - Teaching About Cultural Awareness
    - Teaching About Conflict: Northern Ireland

Textbook Helps:

Objective and Code: IVD1.7

Recognize civil and criminal judicial systems in the United States.

Grade Level:

Instructional Materials

Printed Materials

------ Law in a Changing Society
Charles White, III
Teaching Teachers About Law
Special Committee on Youth Education for Citizenship
American Bar Association
1155 E. 60th Street
Chicago, Illinois 60637

Videotapes

- After the Trial
- City Government
- The Constitution - Creation, Growth, and Change
- The Courtroom as Theater
- Criminal Justice
- Federalism and Separation of Powers
- Free Press - Fair Trial
- Juvenile Law
- Law and Anthropology
- Legal Equality
- Liberty: Freedom of Expression
- Our Main Law - Our Living Constitution
- The Police in American Society
- The Right to an Impartial Jury
- The Right to Freedom of Expression
- The Right of the People to be Secure
- The Road to Religious Freedom
- The Supreme Court
- Texas Law and Government Today

Activities

Objective and Code: VA1.1

Respect beliefs and values of other cultures.

Grade Level: 2,6, Sociology, World History, World Geography

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1,3,5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.

Instructional Materials

Films

CC 3367 C	Ben Gurion: One Place, One People
CC 3289 E	France - Nation of Duty
CC 3206 K	Germany: Nation of History
CC 3231 L	India: Nation of Mystery
BC 3280 C	Mosaic of People
BC 3219 M	Israel
CC 3212 S	China: An End to Isolation
CC 3229 K	Hawaii Revisited
CC 3251 A	Spain: Land of Legend

Instructional Kits

630701	Discovering the World

Additional Materials

Lesson on Marriage Ceremonies in Two Cultures - Social Education, November/December 1977, pp. 631-634.

Primary Source Document: Letter of Relocation of Americans with Japanese Ancestry - Social Education, May, 1981, pp. 354-357.

Activities

1. Resources and Culture - Harris County Department of Education - Houston, Texas
2. Teaching About Cultural Awareness - Center for Teaching International Relations - Denver Colorado.
3. Barth Activities:
   No. 6, p. 223
   7, p. 224
   11, p. 229
   12, p. 229

Evaluation Items:

1. Suppose your class has pen pals from Ceylon, a small country near India. Your pen pal is named Sirisena. What two questions would you ask him when you write to him?

True or False

___2. All cultural groups value the same foods.

___3. All cultural groups value the same religion.

___4. All cultural groups value the same clothes.

Objective and Code: VA1.2

Be aware that some things are valued more in some cultures than in others.

Grade Level: 3, 6, World History

Instructional Materials

Films

BC 3232 J	American Influence on the U.S.
BC 951 G	My Friend
BC 3203 I	Eskimos: A Changing Culture
BC 3356 J	Indian Experience
BC 2922 X	I Want To Be
BC 2375 T	How It Used to Be
BC 3231 B	India - Ramu of Genapatty Street

Printed Materials

------	UNICEF Materials
------	Resources and Culture - Harris County Department of Education Houston, Texas
------	Teaching About Conflict: Northern Ireland - Center for Teaching International Relations

Instructional Kits

630701	Discovering the World

Additional Materials

Lessons on Japan Through Art and Literature - Social Education, May 1981, pp. 303-357.

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1,3,5.
Houghton:	Grade 6, Unit2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.
Scott Foresman:	Grade 6 Unit 2, Chapters 8-9.

Activities

1. Name some foods derived from the Indians.
2. Have the class to check at home and make a list of all the food that they have at home derived from the Indians.
3. Name some plants derived form the Indians.
4. Name some words derived from the Indians.
5. Name some sports derived for the Indians.

Evaluation Items:

1. Place an X beside each item which may influence a person's attitude toward work.

X a. school courses
X b. teachers or counselors
X c. participation in athletics
X d. whether a person is male or female
X e. a person's age
X f. family
X g. socio-economic background
X h. work experience
X i. community attitudes
X j. friends
X k. media: television, motion pictures, newspapers, magazines, etc.
X l. a person's present educational level
X m. the educational level a person hopes to reach
X n. the culture in which a person lives
X o. the income of a person's family

True or False

T 2. You should appreciate the qualities that are common to all human beings.

T 3. Students should understand that people often feel the need for an ethnic identity.

F 4. Lacrosse was first played by the American Indian.

T 5. One-half of the food in the world originally came from the American Indian.

6. Place an X beside the foods and plants that were derived from the Indians.

X a. corn
X b. cotton
X c. tobacco
X d. beans

7. Place an X beside the names that were derived from the Indiana.

X a. Sitting Bull
X b. Buffalo Bill
X c. Gereral Custer

Objective and Code: VA1.3

Demonstrate tolerance toward those of different backgrounds, values, or opinions.

Grade Level: 3,6,7,8 Sociology, World History

Instructional Materials

Films

CC 6200	Bill Cosby on Prejudice
BC 2922 F	But Names Can Never Hurt Me
BC 915 G	My Friend
CC 3212 S	China: An End to Isolation
BB 3305 I	Martin Luther King (I Had A Dream)
BC 3280 Z	Iran: Land od the Peacock Throne
CC 3305 K	Truman: Years of Decision
CC 3289 E	France: Nation of Beauty
CC 3206 K	Germany: Nation of History
CC 3231 L	India: Nation of Mystery
BC 3284 L	Southeast Asia - Vietnam, Cambodia
BC 3280 X	Iran
BC 3219 M	Israel
CC 3229 K	Hawaii Revisited
CC 3251 A	Spain: Land and Legend

Instructional Kits

630964	What Is Prejudice?

Printed Materials

------	UNICEF Materials

Filmstrips

------	Comparative Cultures and Geography Learning Corp. of America
------	How To Study Cultures United Learning, 1979.
------	One World - Many Cultures Multi-Media Productions
------	Cultural America: United States Geography - Encyclopedia Britanica

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6,
Harcourt:	Grade 6, Units 1,3,5
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 63.
Scholastic:	Grade 6, Unit 3.

Activities

1. Resources and Culture - Harris County Department of Education - Houston, Texas
2. Teaching About Conflict: Northern Ireland Center for Teaching International Relations University of Denver

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

Additional Materials

Teaching About the USSR - Social Education, April, 1981.
The Human Face of China (film) Learning Corp. of America.
The Russians (film) Learning Corp. of America
Teaching About China - Social Education, March 1980, pp. 180-197.

Evaluation Items:

1. People feel differently about people of other races. How willing would you be to have a person of a different race doing these things?

a. Be your barber or beauty operator Willing to __________ Prefer not to __________

b. Come to your church or synagogue Willing to __________ Prefer not to __________

c. Live in your neighborhood Willing to __________ Prefer not to __________

d. Sit beside you on a train or bus. Willing to __________ Prefer not to __________

e. Vote in national elections Willing to __________ Prefer not to __________

2. If you met someone who was Oriental, how sure would you be that the person could be trusted?

___a. I would be sure that the person could be trusted.
___b. I would be sure that the person could NOT be trusted.
_X_c. I wouldn't be able to say one way or the other if the person could be trusted.

3. If you met someone who was Black, how sure would you be that the person could be trusted?

___a. I would be sure that the person could be trusted.
___b. I would be sure that the person could NOT be trusted.
_X_c. I wouldn't be able to say one way or the other if the person could be trusted.

4. If you met someone who was White, how sure would you be that the person could be trusted?

___a. I would be sure that the person could be trusted.
___b. I would be sure that the person could NOT be trusted.
_X_c. I wouldn't be able to say one way of the other if the person could be trusted.

Objective and Code: VA1.4

Give examples of cultural borrowing which reflect the multicultural aspects of the state and nation.

Grade Level: 5,7,8 American History, Texas History

Textbook Helps:

American:	Grade 5, pp. 61-69, Grade 6, Unit 1, Chapter 1, pp. 2-394
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6, pp. 62-81, 86-89.
Harcourt:	Grade 5, Unit 1, p. 1, Grade 6, pp. 11-29, Units 1,3,5.
Houghton:	Grade 4, Unit 3, pp. 136-189 Grade 6, Unit 2, pp. 157-361

Instructional Materials

Films	
BC 6204	Mexican Americans
BC 6202 A	Mexican Americans
BC 3357B-C	Chinese Americans
BC 3356 I	Indian Culture
BC 6200 K	Negro Americans
AC 3304 Y	Meet the Negro Texan
BC 3334 G	Rio Grande-Where Four Cultures Meet
BC 718 D	Discover American Folk Music
BC 3232 J	American Indian Influence on the U.S.
BC 3232 H	Indian Family of Long Ago
BC 3232 V	Johnny From Fort Apache
BC 3201 S	Two Families: African and American
Filmstrips	
32-17 B	Settlers from Many Lands
Printed Materials	
------	Institute of Texan Culture Series on Ethnic Groups
------	Investigating the Environment - "Resources and Culture Unit" - Harri County Department of Education; Houston, Texas

Additional Materials

Lesson 74 "Cultural Awareness Through Gaming" Social Education - November/December 1980, pp. 627-629.

Activities

1. Study the holidays of students on one grade.
2. Ask students to bring cookies and sweets they have in their home at Christmas and New Year's.

TEXTBOOK HELPS:

Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, pp. 54-208, 252, 259, 305-308, 477-478.
Scholastic:	Grade 5, pp. 250-251, 315-325, Grade 6, Units 2-3, pp. 70-296.
Scott Foresman:	Grade 6, Unit 1, pp. 2-62, Unit 2, Chapters 8-9, Unit 7, pp. 338-399.

Evaluation Items:

1. List five (5) songs, dances, and/or works of art and tell which cultural groups originated them.
2. Have the students tell the origins of the names of 10 cities (teacher selects list and may use for entire United States or one state).
3. Have the students give the ethnic origins of the names of five (5) states (teacher select).
4. Give the origins of the names of five (5) rivers (teacher select).
5. Fredericksburg is to German origin as Nacogdoches is to ____Indian____ origin.

Objective and Code: VA2.1

Act responsibly to protect the environment.

Grade Level: K-4, 6, Geography

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251.
Follett:	Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276. Grade 6, pp. 64-65, 198-203 316-321, 390-395.

Instructional Materials

Films	
CC 2722 I	Century III-Man and His Environment
BC 2922 N	You Belong
BC 2375 B	Animals Need You
4900	Energy, Economics, Environment Modern Talking Picture Service
BC 620	Man: Friend and Enemy of Nature
Filmstrips	
730330	Career Education in the Environment
Printed Materials	
------	Citizen Me - Grade 1, Lessons 10-11
Instructional Kits	
730378	Energy Environment Game

Activities

1. Examine the work responsibilities of OSHA in your local area.
2. Organize a school "clean up" campaign for the building or play ground.
3. Study the history of the railroad in the USA. What did the hunters who road the trains often do to the buffalo?

Evaluation Items:

1. Camellia is a beautiful town which lies between the ocean and a costal mountain range. You and many residents of the town are shocked to find that the Fumex Chemical Company may be given permission by the town council to set up a large plant in Camellia. Fumex plants are known to emit the worst possible pollutants. If you lived in Camellia, which one of the following actions would you take?

_X_a. Contact members of the town council and explain that you are strongly opposed to a Fumex plant in Camellia and that you are certain many of your neighbors feel the same way.
___b. Organize a group of citizens to gather information on the harmful effects of Fumex and present to the town council with a petition requesting that Fumex not be allowed in Camellia
___c. Organize a group of citizens to contact the Fumex Company and try to get the company to guarantee that they will control the pollutants once they move to Camellia.
___d. Not really get involved one way or the other.

2. A family in your community plans to put a kennel for dogs in their back yard and have made application with the town council to allow construction. You live behind the family and adjacent to the fence which borders your property and theirs. You are violently opposed to the kennel because of noise and stinch levels. Which of the following would you do?

___a. Go to the police and have the man arrested for fouling the surrounding areas.
_X_b. Write a petition against the kennel and have it signed by other neighboring residents to be presented to the town council.
___c. Go to the man's house and demand he stop his plans.
___d. Talk about the people to all the neighbors and turn them against the family.

Objective and Code: VA2.2

Be committed to conserving limited resources.

Grade Level: 1, 4, 6, Geography

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251.
Follett:	Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276. Grade 6, pp. 64-65, 198-203, 316-321, 390-395.

Instructional Materials

Films

CC 3274 B	Tennessee and Its Natural Resources
BC 2375 D	Caring for the World
4900	Energy, Economics, and Environment Modern Talking Picture Service

Filmstrips

------	The Energy Crisis: Depleting the World's Resources
------	Global Emergency: Ecosystem Guidance Associates
------	Energy: The Key to Man's Greatest Goals - Society for Visual Education Inc.
------	Energy: The Key To Man's Greatest Goals - Group II - Society for Visual Education, Inc.
------	Energy: Toward the Age of Abundance Paramount
------	Solar Energy: To Capture the Power of the Sun and Tide - Paramount

Instructional Kits

730402	Our Energy Based Economy
730570	Preserving the Environment

Activities

1. Barth Activities
   Pages - 67, 223, 226.

Evaluation Items:

1. Place an X by each of the following statements that DIRECTLY related to the conservation of human resources.

X a. programs to assist unemployed
X b. programs to build inner city dwellings
X c. laws concerning child labor
X d. programs to train unskilled workers
X e. laws creating the food stamps program

2. Which one of the following is an example of soil conservation?

___ a. oil well drilling
X b. contour farming
___ c. open pit mining
___ d. lumbering

3. Below are four reasons for conserving natural and human resources. Three are important reasons, but one is not. Select the ONE which is NOT an important reason to conserve resources.

X a. Conserving resources is the only way to get everything that we want right now.
___ b. Resources become more costly as they become more scarce.
___ c. Some resources cannot be replaced when they are used up.
___ d. Human resources are expensive and should be conserved whenever possible.

Objective and Code: VA2.3

Recognize the need for sharing scarce resources.

Grade Level: 2,8, Free Enterprise, Economics, World Geography

Instructional Materials

Films

BC 2744 E	Conservation: A Job for Young American
CC 2599 B	Energy and All That
BC 2375 D	Caring for the World
4900	Energy, Economics and Environment Modern Talking Picture Service

Filmstrips

32-9 A	Land and Its Resources

Printed Materials

730570	Preserving Environment

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251.
Follett:	Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276. Grade 6, pp. 64-65, 198-203, 316-321, 390-395.

Activities

1. Start a campaign with your children using slogans and "commercial jingles" such as, "Save the candy wrapper; drop it in a can." Prepare a school bulletin board to spread the campaign.
2. Take a walk in the neighborhood of the school. Make a list of things students would like to see preserved in their local area.
3. Have class hold a trial on topics dealing with endangered animals and sources of pollution. Have judge and jury. Have lawyers present opposing points of view and call witnesses to support viewpoints.

Evaluation Items:

1. Why is it necessary for people to plan how resources will be used?

X a. Resources are limited but the wants of people are unlimited.
___b. People only want small amounts.
___c. The government cannot decide which resources to allocate.
___d. Resources are distributed equally according to what people want.

2. What is the effect of scarcity of resources on people's wants?

X a. All wants cannot be satisfied.
___b. Wants are more important that needs.
___c. Wants are kept small.
___d. Wants will vary.

3. Which ONE of the following situations results when resources used in the production of goods are scarce?

___a. People must do without what they cannot produce.
___b. Some people will have more and some people will have less.
___c. All people will be satisfied with what they produce.
X d. Decisions must be made about what to produce.

4. Why is there a need to preserve endangered animals?

5. Who are some people who are trying to solve the problem of scarcity? What progress are they making?

Objective and Code: VA2.4

Describe the effects of modifications of the environment on the growth and development of world civilizations.

Grade Level: 3,4,6, World History

Instructional Materials

Films

AC 2598 A	Ecology of a Desert
AC 2598 G	Ecology of a Swamp
AC 2598 C	Econogy of the Ocean
BC 6200 C	Economic Geography-Three Families in Different Environments
BC 3278 C	Saudia Arabia
AC 2598 R	Boomsville
BC 3280 V	Middle East Journey to the Future
CC 3212 S	China: An End to Isolation

Filmstrips

631233	Economics of the Energy Problem

Textbook Helps:

American:	Grade 4, Chapter 4, pp. 91-117, Grade 5, pp. 347-350, Grade 6, pp. 14-15.
Follett:	Grade 4, Units 1-4, pp. 32-199 Grade 5, p. 300.
Harcourt:	Grade 4, Unit 3, pp. 125-171, Grade 5, Unit 5, p. 259, Grade 6, pp. 372-374.
Houghton:	Grade 4, Unit 2, pp. 65-135, Grade 5, Unit 1, Lesson 5, pp. 40-50, Unit 6, Lesson 10, pp. 439-445

Activities

1. Barth Activities
   No. 7 p. 100
   1 p. 166
   3 p. 221
   4 p. 222

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapters 4-18, pp. 59-293, Grade 5, pp. 440-444.
Scholastic:	Grade 4, p. 355, 55-57, Grade 5, pp. 25-26, Grade 6, Unit 6, Chapter 20, pp. 342-360.
Scott Foresman:	Grade 4, Unit 1, Chapter 2, p. 15, Unit 2, Chapter 5, p. 51, Chapter 6, p. 58, Chapter 8, p. 77, Chapter 12, p. 123, Chapter 13, p. 134. Grade 5, pp. 351-359.

Evaluation Items:

1. Modern Egypt has been economically effected by the building of

___a. modern highways
___b. Aswan Dam
___c. new cities to replace ancient dwellings

2. Ancient cultures learned to use which method to make permanent settlements?

___a. farming
___b. grazing
___c. trading

3. Incas farmed the Andes by using

___a. dry farming
___b. terrace farming
___c. irrigation

Objective and Code: VA2.5

Recognize relationships that exist between individuals, societies or cultures and their physical environments.

Grade Level: 4,6 World History, World Geography

Textbook Helps:

American:	Grade 4, Chapter 4, pp. 91-117, Grade 5, pp. 347-350, Grade 6, pp. 14-15.
Follett:	Grade 4, Unit 1-4, pp. 32-199 Grade 5, p. 300.
Harcourt:	Grade 4, Unit 3, pp. 125-171, Grade 5, Unit 5, p. 259, Grade 6, pp. 372-
Houghton:	Grade 4, Unit 2, pp. 65-135, Grade 5, Unit 1, Lesson 5, pp. 40-50 Unit 6, Lesson 10, pp. 439-445.

Instructional Materials

Films

BC 3237 B	Radu: Boy of Roumania
BC 3232 V	Johnny From Fort Apache
BC 3280 Q	MidEast: Land and People
BC 3222 J	Tutankhaven: Immortal Pharoah
BC 3201 S	Two Families: African and American
BC 506 D	Property Rights and Pollution
BC 3209 F	Canada: Our Northern Neighbor
BC 3210 A	Costa Rica - My Country
BC 3201 R	Ethopian Powder Keg
BC 3264 A	Farm Boy of Hungary
AC 3273 G	Friends in Alpine, Texas
AC 3273 F	Friends in Dallas, Texas
BC 3232 H	Indian Family of Long Ago
BC 3295 C	Two Mountains: Alps and Andes
BC 3201 T	Two Deserts: Sahara and Sonora
BC 3295 D	Switzerland: Life in a Mountain Valley
BC 3201 H	Africa - An Introduction
BC 3284 D	Asia - An Introduction
BC 3281 E	North America: It's Coastline
BC 3280	MidEast: Economic Development
CC 3216 E	South America
BC 3281 F	North America: It's Plains and Plateaus
CC 3202 E	Australia
CC 3203 K	One Main Alaska
BC 3356 L	North America - Indian Legends
BC 3256 F	Puerto Rico
CC 3356 M	North America - Indians Today

Activities

1. Brainstorm: Ideas on jobs and needs of mountain people. Ideas on jobs and needs of valley people. Ideas on jobs and needs of plains people. Ideas on jobs and needs of coastal people.
2. Clarify relationships of above with discussion of supply and demand. Example: Mountain people need food from valleys and people of valley need minerals plus other raw materials from mountains.
3. Barth Activities
   No. 5, p. 222
   No. 6, p. 223

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapters 4-18, pp. 59-293, Grade 5, pp. 440-444.
Scholastic:	Grade 4, pp. 55-57, 355, Grade 5, pp. 25-26, Grade 6, Unit 6, Chapter 20, pp. 342-360.
Scott Foresman:	Grade 4, Unit 1, Chapter 2, p. 15, Unit 2, Chapter 5, p.51 Chapter 6, p. 58, Chapter 8, p. 79, Chapter 12, p. 123, Chapter 13, p. 134, Grade 5, pp. 351-359.

Evaluation Items:

Matching.

i 1. Urban land use
j 2. Strip mining
g 3. Intensive land use
f 4. Right of eminent domain
a 5. Carrying capacity
h 6. Tenant farmers
e 7. State ownership of land
c 8. Extensive land use
b 9. Subsistence farming
d 10. Nomadic herding

a. The number of animals that can be grazed on the land
b. Slash-and-burn agriculture
c. Using large units of land to support few people
d. Moving from place to place
e. U.S. National Parks
f. Government forcing individuals to sell the land
g. Using a small area of land to support many people
h. Renters of land
i. Ways people use land in cities
j. Removing the top layer of soil to mine the minerals near the surface

Objective and Code: VA2.5 Recognize relationships that exist between individuals, societies or cultures and their physical environments.

Instructional Materials

BC 3216 H	South America: History and Heritage
---------	U.S. in the Twentieth Century Series
---------	North America Series
Filmstrips	
WS 850 R	World Climate
Printed Materials	
ML 184-10	Deciding How to Live on Spaceship Earth
HRH 151-10	God's Own Junkyard
Instructional Kits	
HB 68755	Environmental Rummy
--------	BALANCE: Simulation of short range Economic Hehonistic Goals vs. Long Range Environmental Goals

Additional Materials

Lessons and Activities About the Energy Crisis - Social Education, April 1980, pp. 259-281.

Activities

Objective and Code: VA2.6

Give examples of how diminishing resources relate to changes in how people live.

Grade Level: 3,4,6 World Geography

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251.
Follett:	Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276. Grade 6, pp. 64-65, 198-203, 316-321, 390-395.

Instructional Materials

Films

BC 3280 V	Middle East Journey to the Future
BC 3280 T	Oil and Sudden Wealth
BC 3280 P	Mideast: Economic Development
CC 3212 P	Self Reliance: China
BC 3201 S	Two Families: African and American
VC 3590 T	Predicting Location of Deserts
CC 3201 P	Kalahari Desert People
BC 3214 B	Life in the Sahara

Filmstrips

EDS 171 C	Food - Social Studies School Service
---------	Energy: Impact on Values and Lifestyles - Current Affairs, Publishers
---------	A Practical Guide to the Energy Crisis - Prentice Hall Media

Printed Materials

------	Activities in Environmental Science: Duplicating Masters - Social Studies School Service
------	Ecology and Human Resources - Social Studies School Service
------	Man and His Environment - Social Studies School Service
------	Global Issues: Activities and Resources for the High School Teacher by Kenneth Switzer and Paul Mulloy Social Science Education Consortium

Activities

1. Barth Activities
   No. 8, p. 226
   9, p. 227
   4, p. 222
   5, p. 222

Evaluation Items:

1. If heating oil becomes scarce in the United States, a variety of things would happen. Which ONE of the following results of this scarcity would be LEAST likely to occur?

___ a. Some industries would switch from oil to coal for heating.
___ b. The price of oil would go up, and the cost of heating homes would become more expensive.
___ c. Many oil companies would explore in areas where they had not searched for oil.
X d. Most remaining oil would be taken off the market completely in order for oil companies to rebuild their reserves.

2. Why is it necessary for people to plan how resources will be used?

X a. Resources are limited but the wants of people are unlimited.
___ b. People only want small amounts.
___ c. The government cannot decide which resources to allocate.
___ d. Resources are distributed equally according to what people want.

3. Describe the results of the diminishing gold and silver ore resources in the towns in the western Rocky Mountain area.

True or False

F 4. The United States has unlimited natural resources.

F 5. At the present oil production, Americans can expect to continue driving their automobile at the same rate in five years as they do today.

F 6. Availability is the most important aspect of new energy sources.

F 7. Increasing oil production in the U.S. would solve our energy problems.

Objective and Code: VA2.6 Give examples of how diminishing resources relate to changes in how people live.

Instructional Materials

Printed Materials

------ Teaching About Population Issues
Center for Teaching International
Relations - Graduate School for
International Studies - University
of Denver - Denver, Colorado 80208

------ Think Globally, Acting Locally
About Food, Population, and Energy
Aurora Public Schools
1085 Peoria Street
Aurora, Colorado 80011

Instructional Kits

------ Our Energy - Based Economy
Edison Electric Institute

------ Food and Energy - Edison Electric
Institute

------ Game: Environmental Rummy

------ Balance - Social Studies School
Service

Activities

Objective and Code: VA2.7

Describe the influence of weather and climate on the living conditions of people.

Grade Level: K-4, 6, World Geography

Instructional Materials

Films

BC 6200 C	3 Families in Different Environments
BC 3232 T	Man and His Environment: Rainforest Family
BC 2307 L	Mexican Boy: Story of Pablo
BC 3237 B	Radu! Boy of Roumania
BC 3257 I	Brazil: Change Comes to the Rainforest
BC 3237 A	Malaysian River Boy
BC 3216 C	South America: Land of Many Faces
BC 3262 C	Norway: Change Comes to the Fjord
AB 3262 B	Norway
BC 3284 J	Southeast Asia: Vietnam-Cambodia-Laos
CC 3202 J	South Pacific: End of Eden

Filmstrips

630981	Four Boys of Central America
630889	Southeast Asia: Past and Present

Printed Materials

------	Texas and Texans

Instructional Kits

------	Action Map Program SSEC Data Book 3
------	Exploring Your Environmental Choices: An Inquiry and Decision Making Approach - SSEC Data Book 3
------	Our Environment: Problem or Promise SSEC Data Book 3

Textbook Helps:

American:	Grade 4, Chapter 4, pp. 91-117, Grade 5, pp. 347-350, Grade 6, pp. 14-15.
Follett:	Grade 4, Unit 1-4, pp. 32-199, Grade 5, p. 300.
Harcourt:	Grade 4, Unit 3, pp. 125-171, Grade 5, Unit 5, p. 259. Grade 6, pp. 372-374.
Houghton:	Grade 4, Unit 2, pp. 65-135, Grade 5, Unit 1, Lesson 5, pp. 40-50, Unit 6, Lesson 10, pp. 430-445

Activities

1. Contrast different desert cultures.
2. Brainstorm ideas on homes and jobs of people in a rainforest.
3. Brainstorm ideas on homes and jobs of people in Alaska.
4. Compare and contrase people in a rainforest and people in Alaska.
5. Draw and color posters of the above mentioned people.
6. Make a bulletin board of the above mentioned people.

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapters 4-18, pp. 59-293, Grade 5, pp. 440-444.
Scholastic:	Grade 4, pp. 55-57, 355, Grade 5, pp. 25-26, Grade 6, Unit 6, Chapter 20, pp. 342-360.
Scott Foresman:	Grade 4, Unit 1, Chapter 2, p. 15, Unit 2, Chapter 5, p. 51, Chapter 6, p. 58, Chapter 8, p. 79, Chapter 12, p. 123, Chapter 13, p. 134, Grade 5, pp. 351-359.

Evaluation Items:

1. Describe how climate affects life in Norway? Desert?

2. Explain how climate of an area affects what crops can be grown by the people who live there.

3. Describe how climate affected the shelter, clothing and cultural advancement of the different Indian tribes.

True or False

___4. The nomadic tribes of Africa are influenced in their travels by the abundance or sparcity of food stuffs.

___5. The American Indian followed the buffalo which in turn grazed only in the grassland.

___6. The sale of tire chains is on the rise in Brownsville, Texas.

Objective and Code: VA2.8

Explain how people have altered the surface of the earth and describe the results.

Grade Level: 3,4,6, World Geography

Textbook Helps:

American:	Grade 4, Lesson 45, pp. 235-239.
Harcourt:	Grade 4, Chapter 6, pp. 90-97, Chapter 7, pp. 98-113.
Houghton:	Grade 4, Unit 2, Lesson 3, pp. 82, 242, Grade 6, Unit 8, Lesson 2, pp. 417-423.
Laidlaw:	Grade 4, Chapter 14, pp. 215-223, 239.

Instructional Materials

Films

BC 3201 T	Two Deserts: Sahara and Sonora
BC 2710 A	Western Coal: An American Dilemma
BC 209 C	Making a Desert Green
AC 2598 A	Ecology of a Desert
AC 2598 C	Ecology of an Ocean
BC 3333 E	Wagon West
BC 506 D	Property Rights and Pollution
BC 2714 Q	Rivers, Floods and People
BC 2745 F	Once Upon a Wilderness
CC 2744 I	Century III: Man and His Environment

Printed Materials

------	Land Use Decisions Harris County Department of Education Houston, Texas

Activities

1. Barth Activities:
   No. 7, p. 100
   1, p. 166
   3, p. 221
   4, p. 222

TEXTBOOK HELPS:

Scholastic:	Grade 4, Chapter 6, pp. 118-119, 128-129, Chapter 9, pp. 189-190, 254-255, 302, 317.
Scott Foresman:	Grade 4, Chapter 28, pp. 296-299.

Evaluation Items:

1. Select the item below that does NOT show how people have altered the surface of the earth.

____ a. canals
____ b. highways
____ c. dams
__X__ d. volcanoes

2. The changes that man has brought about to the surface of the earth have always improved our lifestyle.

True ________ False ___X___

3. The surface coal mining in the west is necessary for our energy needs and will not distroy the environment of the area.

Fact ________ Opinion ___X___

4. Canals were to early travelers as ____________ are to travelers today.

____ a. airplanes
____ b. highways
____ c. railways
__X__ d. all of the above

Objective and Code: VA2.9

Describe the influence of the physical environment on the major cultural regions of the world.

Grade Level: 4,6, World History, World Geography

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251.
Follett:	Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276. Grade 6, pp. 64-65, 198-203, 316-321, 390-395.

Instructional Materials

Films

BC 3280 D	Nile Valley and Its People
CC 3298 F	Japan: Miracle in Asia
BC 3212 H	China: The Awakening Giant
CC 3367 A	Iarael: Nation of Destiny
BC 3219 H	Israel: Land and Promise
BC 3218 I	Central Farming Region:, Food for the Nation
CC 3276 H	Soviet Union: Faces of Today
BC 3243 A	European Cultural Region: People at Work

Printed Materials

------	World Maps - Scholastic Social Studies Skills
------	Investigating the Environment Harris County Department of Educatio Houston, Texas

Activities

1. Barth Activities - pp. 179-180.
2. On a map have students identify cultural regions.
3. Describe the geographic features of each cultural region.
4. Explain the relationship between the geographic features and the culture.

Evaluation Items:

1. The study of the relationship between living things and their environment is called:

___a. geology
___b. gerontology
___c. ecology
___d. none of the above

2. Generally early civilizations developed

___a. on plains
___b. along oceans
___c. in river valleys
___d. between mountains

3. In order to survive in unfavorable environments, people

___a. alter the environment
___b. develop scientific knowledge
___c. learn to adapt to the environment
___d. all of the above.

Objective and Code: VA2.10

Explain the relationship between site, function, and the physical environment.

Grade Level: 4,6, World History, World Geography

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251.
Follett:	Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276. Grade 6, pp. 64-65, 198-203, 316-321, 390-395.
Harcourt:	Grade 6, Chapters 3-4.

Instructional Materials

Films	
BC 6200 C	Economic Geography: 3 Families in Different Environments
BC 3237 A	Malaysian River Boy
BC 3232 T	Man and His Environment: Rainforest Family
BC 2301 L	Mexican Boy: Story of Pablo
BC 3237 B	Radu: Boy of Romania
BC 3257 I	Brazil - Change Comes to the Rainforest
BC 205	Everglades Conserving a Balanced Community
Filmstrips	
32-152 K	Life Along the Congo River
Printed Materials	
--------	World Maps - Scholastic Social Studies Skills
Instructional Kits	
--------	GEOG

Activities

1. Pick one of the families and write a paragraph about why you would like to be a member of that family.
2. Pick one of the families and tell why you would not like to be a member of it.
3. Write a paragraph on why you would not like to be taught by your parents.
4. Write a paragraph on why you would like to be taught by your parents.

TEXTBOOK HELPS:

Laidlaw:	Grade 6, Units 5-6.
Scott Foresman:	Grade 6, Units 2-4.

Evaluation Items:

True or False

T 1. The culture of the community determines the use of the resources.

F 2. Cultures in varying environments are not similar in many ways.

T 3. How man uses his immediate environment affects his life style.

T 4. Cultures differ in their relationship to the land. The differences are reflected in their education, recreation, productivity, and mobility.

F 5. In Sararvak the highways are very good.

F 6. Children are taught in schools like we are in the United States.

T 7. Some of these families are isolated from markets and transportation.

8. In a Landsat image, forests and other vegetation are shown in

__ a. yellow
__ b. brown
X c. red
__ d. green

9. A strait is

__ a. a long, thin road
__ b. a narrow neck of land separating two bodies of water
__ c. a sand bar
X d. a narrow body of water joining two larger

10. All the streams running into a river are called

__ a. deltas
__ b. riverettes
X c. tributaries
__ d. gulfs

Textbook Helps:

Objective and Code: VA2.11

Describe the physical, cultural and economic features of the landscape of Texas.

Grade Level: 4, 7, Texas History

Instructional Materials

Films

CC 3273 C	Texas Economic Geography of Great Plains, Mountains, and Basins
CC 3273 D	Texas Economic Geography of North Central Plains Region
BC 3273 E	Two Grasslands: Texas and Iran
CC 3273 B	Economic Geography: Costal Plains
CC 3334 O	Texas of All These Wonders
CC 3334 P	Texas More than a State of Mind
BC 3232 V	Johnny from Fort Apache
CC 3334 V	Texas Spurs to Spindletop

Printed Materials

---------	U.S. Maps - Scholastic Social Studies Skills
--------	Resource Allocation - Harris County Department of Education'- Houston, Texas

Activities

1. In pairs:
   a) One list describe the important places, people or money making areas in or of Texas.
   b) Second person draw or find pictures of the list referred to in a.
   c) Report to class your findings.
2. Construct a model or poster depicting a definite area/region of Texas and label.

Evaluation Items:

1. Tell why the different Indian tribes (Kiowa, Caddo, Coahuiltecan) had different homes food, and transportantion and as a result of these, different values.

2. Why is adobe housing feasible in West Texas and not in East Texas?

3. Why has the area of East Texas flourished in economic growth and population since the early 1900's?

True or False

T 4. The Alamo is in San Antonio, Texas.

T 5. The biggest Texas sea port is the Houston ship channel.

F 6. The most important thing about West Texas is the large amounts of water there.

T 7. Cattle ranching is an important part of industry in Texas.

T 8. Oil was discovered in Texas.

F 9. Texas is so big but, had only one kind of landscape.

Objective and Code: VA2.12

Explain how physical forces shape the surface of the earth.

Grade Level: 4,6, World Geography

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251, Grade 6, Unit 1, Chapter 1.
Follett:	Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276, Grade 6, Part 2, Units 4-5, Part 3, Unit 6, pp. 37-40, 64-65, 198-203, 316-321, 390-395.

Instructional Materials

Films

VC 3520 T	Predicting Locations of Deserts
BC 2817	Earthquake
BC 2801 D	Earthquakes and Volcanoes
CC 3282 H	Rocky Mountains
CC 2732 B	Restless Sea
BB 2801 F	Volcanoes: Exploring the Restless Earth
---------	North America Series

Printed Materials

---------	Our Continent - National Geographic
---------	Resource Acquisition - Harris County Department of Education - Houston, Texas

Activities

TEXTBOOK HELPS:

Harcourt:	Grade 6, Units 1, 3, 5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.
Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

Evaluation Items:

1. Which of the following physical forces influences the shaping of the surface of the earth?

___a. tides
___b. glaciers
___c. volcanoes
_X_d. all the above

Objective and Code: VA2.13

Give examples of how change has affected human and environmental conditions in positive and negative ways.

Grade Level: 3,7, World History, World Geography, American History

Instructional Materials

Films

BC 3356 N	American Indians of Today
BC 3336	Our Changing Cities: Can They Be Saved
BC 3232 V	Johnny from Fort Apache
BC 3232 A	U.S.: Its Resources
BC 3232 X	U.S.: Its People
BC 3216 C	South America-Land of Many Faces
BC 3216 D	South America-Widening Gap
BC 3280 Z	Iran-Land of Peacock Thrones
CC 3231 L	India
BC 3284 J	South East Asia-Vietnam, Cambodia
BC 3280 T	Oil and Sudden Wealth
BC 3280 V	Middle East Journey Into the Future
CC 3212 S	China: An End to Isolation
CC 3206 K	Germany: Nation of History

Filmstrips

631233	Economics of the Energy Problem
------	Dress from Images of America Series Chevron School of Broadcast

Printed Materials

631180	Equal Rights
------	Teaching About Cultural Awareness Center for Teaching International Relations, University of Denver Denver, Colorado 80208

Textbook Helps:

Follett: Grade 6, pp. 37-40, pp. 64-65, pp. 198-203, 316-321, 390-395, Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276.

American Book: Grade 4, pp. 120-122, 190-192, 209, 243, 251.

Activities

1. Use activities in the National Council for the Social Studies Futures monograph.
2. Trace the war in Vietnam and its effects on the people.

Additional Materials

Unit on Resource Conservation - Social Education, November/December 1979, pp. 579-581.

Resources on Ecology - Social Education, November/December 1978, pp. 624-629.

Evaluation Items:

1. What generally had happened when a railroad was built through a town?

_X_a. the town became bigger and richer
___b. people moved away from the town
___c. business in town dropped off
___d. the town stayed the same

2. When a farmer cuts down a tropical rain forest and plants crops instead, which of the following usually occurs?

___a. the soil becomes leached
___b. water erosion makes gullies
___c. the hot sun changes the topsoil to hardpan
_X_d. all of the above

3. In their hurry to get at nonrenewable resources, some people have

___a. increased renewable resources
___b. thought carefully about what they were doing
_X_c. destroyed or reduced renewable resources
___d. realized that fish are more valuable than coal in the long run

4. Soil can be prevented from washing down a slope by

___a. digging holes at fixed intervals
_X_b. terracing and contour plowing
___c. using very sharp plows
___d. spreading canvas over the hills

5. The main purpose of building a dam is

___a. to create more humus
___b. to remove salt from the soil
___c. to attract tourist to national parks
_X_d. to store water, stop flooding, and produce electric power

Objective and Code: VA2.14

Give examples of how the environment affects the way individuals live.

Grade Level: 3,4,6 World History, World Geography

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251.
Follett:	Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276. Grade 6, pp. 64-65, 198-203, 316-321, 390-395.
Houghton:	Grade 4, Units 2,4.
Laidlaw:	Grade 4, Units 1-7.

Instructional Materials

Films

CC 3358 A	Immigrant Experience
BC 102 C	Decisions, Decisions
CB 3342 A	Germany Since Hitler
BC 3219 B	Israel: A Nation is Born
BC 3298 A	Japan - An Historical Overview
BC 3276 E	Soviet Union: Past and Present
CC 3202 A	Australia
CB 3212 A	Mao-Tse Tung
BC 3289	From Yesterday to Today
BB 3212 E	China Under Communism
BC 3291 E	Italy: Ancient and Modern
BC 3289 B	France: Yesterday and Today

Printed Materials

630464	My Community

Instructional Kits

------	Simulation Game SPACE: A Study of Adoptation - 4th grade comparative cultures

Activities

1. Barth Activities:
   No. 7, p. 191
   No. 1, p. 238
   No. 3, p. 239
   No. 5, p. 240

Evaluation Items:

1. Which method of farming is used in the desert?

___a. slash and burn
_X_b. irrigation
___c. terrace

2. From what materials did the plains Indians construct their homes?

___a. wood
___b. stone
_X_c. animal skins

3. What animal is used for travel in the mountains of Peru?

_X_a. llama
___b. camel
___c. ox

4. What is the main source of food for people who live near rivers?

___a. cattle
_X_b. fish
___c. vegetables

5. What plant provides the basic foods for much of Asia?

___a. potato
_X_b. rice
___c. wheat

Objective and Code: VB1.1

Determine ways one can personally and practically help improve the conditions of others.

Grade Level: 3, 7. Sociology
World History

Textbook Helps:

Instructional Materials

Films

BC 1025 C	Decisions, Decisions
BC 2376 G	Talking Round the World
AC 204 D	A Nation of Spoilers
BC 944 D	Love to Kill

Printed Materials

---------	UNICEF Materials

Activities

1. Barth Activities
    No. 5, p. 77 - Grade 3
    3, p. 197
    28, p. 282

Evaluation Items:

1. If you make your bed and sweep the floor

_X_ a. your mother would smile
___ b. your mother would be unhappy
___ c. you would feel bad
___ d. your health would improve

2. Giving your dog water would

___ a. keep him happy
___ b. keep him healthy
___ c. please your parents
_X_ d. all of the above

Objective and Code: VB1.2

Be committed to supporting the principles of freedom and recognize threats against them.

Grade Level:

3, 5, 8, Political Science, Free Enterprise, Economics American History

Textbook Helps:

American:	Grade 5, p. 176.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37
	Grade 5, p. 179, Chapter 11.
	Grade 6, p. 322.
Scott Foresman:	Grade 4, p. 290.
	Grade 5, p. 155.

Instructional Materials

Films

BC 943 C	Pride and Principle
BC 943 A	My Country Right or Wrong
CC 1820 C	Authority and Rebellion
BC 3306 A	Constitution: Guardian of Liberty
BC 3308 D	We Hold These Truths

Additional Materials

Teaching About the USSR - Social Education, April 1981

Teaching About the Nazi Party - Social Education, February 1981, pp. 86-87.

List of Films and Multimedia on Southern Africa - Social Education, January 1980, pp. 68-76.

Activities

1. Barth Activity No. 14, p. 198.
2. Citizenship Decision Making - activities Richard Remy - Addison-Wesley Publishing Co.

Evaluation Items:

1. Listed below are ways a citizen of the United States might participate in the country's political system. Which ONE would reflect a positive attitude toward the country?

___a. emphasizing political views by threatening a government official in a public speech
_X_b. following all campaign rules while running as a candidate for mayor
___c. participating in a plan to take over a government building
___d. attempting to bribe a state representative in order to gain support for a cause

2. Place an X by each activity that you believe indicates a positive attitude toward your country.

_X_a. keeping informed about current events
_X_b. paying proper state and federal taxes
___c. littering on the highways
_X_d. helping elderly people get to voting places during elections
_X_e. helping political candidates of your choice during an election
_X_f. writing letters to elected officials to express your views on political issues

3. Which one of the following does NOT reflect a positive attitude toward the American political system?

___a. expressing views about school bond issues
_X_b. expressing a view that all politicians are crooks until proven otherwise
___c. helping a candidate run for office
___d. voting in all elections

4. How effective are violent acts of terroism?

5. Why should a defeated candidate support the victor?

6. What is the publics general attitude toward politicians?

7. "Love it or leave it." What does the statement imply?

8. It is our duty to keep informed about all our government's activities.

___a. True
___b. False

Textbook Helps:

Objective and Code: VB1.3

Support responsible free speech for everyone, including those who hold opposing views.

Grade Level: 3, 8, Political Science, Government, American History

Instructional Materials

Films

BB 3218 B	U.S. Community and Its Citizens
BC 956 H	They
CB 3102	To Sow Seeds
BB 919	Obligations
BC 3113 B	Right of Dissent
AC 4440	New Look
BC 951 N	In By Whose Rules
BC 951 B	Trying Times
BC 3128	Bill of Rights in Action Series

Printed Materials

------	Sociology: People in Groups - Peter H. Dublin
------	Decisions and Outcomes - College Entrance Examination Board
------	You and the Law Resources Manual Dallas Junior Bar Wives Club

Instructional Kits

630868	Helping is a Good Thing
------	You're the Banker - Texas Bankers Association
730531	Career Games
730299	Caveat Kit
740239	Innerchange

Activities

1. Collect and list items about fairness, equality and arguments. Example:
   Whats good for the goose ....
   Then relate through discussion to objective.
2. Role play a class made up conflict. Then reverse roles and discuss outcomes.

Evaluation Items:

1. Marie has been active in the Junior Woman's Club. The club has endorsed the Democratic nominee for senator in a public announcement. Marie favors another candidate, but feels pressure from the club members to refrain from campaigning for her preferred candidate. Consequently, she does not campaign for either candidate. Which one of the following statements accurately describes the type of limitations placed on her?

___a. The Constitution says nothing about campaigning.
___b. The Democratic party is limiting her rights to free expression.
_X_c. A social institution is affecting her political behavior.
___d. A political institution is affecting her social behavior.

2. Which one of the following is a freedom granted by our Constitution to American citizens?

___a. the freedom to speak about any topic, any time, any place
_X_b. the freedom to express personal opinions which do not harm others
___c. the freedom to speak only the truth
___d. the freedom to make others believe what you want by forcing them to listen

True or False

_F_ 3. It only takes one person to have an argument.

_T_ 4. Everyone is entitled to his/her own opinion.

_T_ 5. If you listen to the other side of an argument you might change your mind about how you feel.

_T_ 6. Compromise is an answer to settling fights.

_F_ 7. To truly understand a problem, you don't have to listen fairly to both sides.

Objective and Code: VIA1.1

Recognize the importance of his/her own worth.

Grade Level: K-3, 7, Sociology, Psychology

Instructional Materials

Films	
BC 2224 B	All the Self There Is
BC 2922 J	Yes, I Can
CC 955 B	Johnny Lingo
DC 944 L	Free to Be You and Me
BC 1929 P	Ugly Duckling
Filmstrips	
631140	Learning About Me
Instructional Kits	
680422	Looking At Me
630810	Secrets

Additional Materials

Bibliography on Children's Books

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Write a paragraph about "What I Do Best" Be prepared to share it orally with the class.
2. Design or find an art project with simple directions. Complete it. Have students mount it with glue on construction paoer. Then have students sign at lower left-hand corner with the date. Display work and praise their results.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 33, Lesson 3, p. 257, Grade 6, Chapter 23, pp. 265-279.

ADDITIONAL ACTIVITIES

3. See the film "Yes I Can" and write an ending to this story of whether to stick it out or return to the main camp.
4. See the film "Johnny Lingo" and discuss ways in which people manifest feelings of self-worth.
5. List several ways in which one can build self-worth in others.

Evaluation Items:

1. Place an X beside each of the following situations that indicates SUCCESS on the job.

_X_a. The shop foreman is ill and you are asked to take his duties temporarily until he returns.
___b. You are asked by your boss if you are happy with your work.
_X_c. You are recognized at the annual Christmas banquet as Salesperson-of-the-Year.
___d. Your foreman shows you five faulty parts that you had examined and approved.
___e. You often have the feeling that your fellow employees are talking about you behind your back.
_X_f. Your plan for a new method of taking inventory has been put into practice in all the departments in the store.

2. Which ONE of the following situations indicates personal job success?

___a. You work for a company that has signed a new labor contract and has given all employees an eight percent raise.
___b. You are asked to work overtime on Friday afternoons for the next two months.
_X_c. You are asked for your advise on changing employee work routines.
___d. You are asked to proofread your letters before they are mailed out.

3. John, a young bookkeeper, is progressing toward his career goal as an accountant. Place an X beside each behavior that WILL INCREASE his changes for success.

_X_a. He is enrolling in college mathematics courses.
_X_b. He gets along well with other people.
_X_c. He expresses new ideas about his bookkeeping job.
___d. He makes decisions without consulting his boss.
_X_e. He is dependable and enthusiastic about his job.

True or False

_F_4. What I think is not important.

_T_5. The way a person acts or talks about himself shows if he has a good attitude.

_T_6. If a person is told that they are bad long enough, he may think he is.

_T_7. I can be anything I really want to be.

_T_8. People will ridicule and scorn you because you are different.

_T_9. It is good to have self-worth.

Objective and Code: VIA1.2

Support the belief in the inherent rights of individuals.

Grade Level: 3, 5, 8, American History

Instructional Materials

Films

BC 2922 F	But Names Never Hurt
BC 3128	Bill of Rights Series
BC 3306 A	Constitution: Guardian of Liberty
CC 3306 B	Constitution: Compromise That Makes A Nation

Filmstrips

31-14 A	Birthplace of Democracy
31-14 C	Democracy at Work
31-14 B	What Makes Democracy Great

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.
Houghton:	Grade 4, p. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Have students define rights and responsibilities.
2. Discuss the importance of the Bill of Rights.
3. Use the First Amendment as the basis of the study of individual rights.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Chapter 23, Lesson 3, p. 257 Grade 6, Chapter 23, pp. 265-297.

Evaluation Items:

1. The U.S. Constitution guarantees its citizens many rights and freedoms. However, citizens can have these rights only as long as they

___a. remain registered voters in the U.S.
_X_b. do not impose upon the rights of others
___c. are fully employed
___d. have never been arrested

2. You have a number of rights that are guaranteed by the various levels of government. Which ONE of the following IS NOT one of those rights?

___a. the right to speak out on any issue
_X_b. the right to have a concealed firearm for protection
___c. the right to go to school to get an education
___d. the right to a lawyer and a trial by jury

3. An employer IS NOT allowed to select an applicant for a job on the basis of which ONE of the following?

___a. whether the applicant has a certain amount of education
___b. whether the applicant has had related job experience
___c. whether the applicant is neat and courteous
_X_d. whether the applicant is male or female

4. Which ONE of the following is a RIGHT that American citizens are granted by the Constitution?

_X_a. the right to own property
___b. the right to vote only if the citizen is a property owner
___c. the right to free use of government land
___d. the right to shoot someone who is trespassing

5. Individual rights: democracy; submissiveness: ____________________.

___a. dictatorship
___b. aristocracy
___c. anarchy

Textbook Helps:

Objective and Code: VIA1.3

Understands how language can be used to influence thoughts, attitudes, and behavior.

Grade Level: Sociology, World History

Instructional Materials

Activities

Printed Materials

------ Thematic Units in Teaching English in the Humanities
National Council of Teachers of English
Second Supplement
1111 Kenyon Road
Urbana, Illinois 61801
1) "Advertising Comes to America" - Patsy Barrell pp. 77-111
2) "Politics in America" - Betty Blanchard pp. 120-151

------ Consumer Advertising
Proctor and Gamble
Educational Services
P.O. Box 14009
Cincinnati, Ohio 45214

Objective and Code: VIA1.4

Understand that cultures are many and varied.

Grade Level:

4,6, Sociology, World History, Geography

Instructional Materials

Films	
CC 3358 A	Immigrant Experience
630089	Southeast Asia: Past and Present
Filmstrips	
630701	Discovering the World
FH 203	North Atlantic Community
32-154 H	Eskimo Family
32-155 D	Family of India
32-255 A	Family of Spain
32-155 B	Family of West Germany
32-154 E	Family of Yogoslavia
Printed Materials	
K-254	Cultural Attitudes, Scales, Learning Concepts
JWW 7085	Teaching World Geography
--------	Resource and Culture Harris County Department of Education - Houston, Texas
--------	Images of China - Center for Teaching International Relations
Instructional Kits	
CW 91-10	Cultural Sight and Insight-GPE Humanities Series
--------	The Ethnic Heritage Studies Clearinghouse - SSEC
--------	Project PEACE Tapes

Textbook Helps:

American:	Grade 5, pp. 61-69, Grade 6, pp. 2-394.
Follett:	Grade 6, pp. 62-81, 86-89, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 5, Unit 1, p. 1, Grade 6, pp. 11-29, Units 1, 3, 5.
Houghton:	Grade 4, Unit 3, pp. 136-187 Grade 6, Unit 2, pp. 157-361

Activities

1. Develop a chart of immigrant groups in the United States. Be sure to include who came when, why, and where settled.
2. Distinguish between the new and old immigration.
3. Study non-western cultures. Compare with each other and with western cultures.
4. List and discuss various cultures in a given area.
5. Show and describe cultures through slides or pictures. See if students can identify each then discuss.

TEXTBOOK HELPS:

Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60, pp. 54-208, 252, 259, 305-308, 477-498.
Scholastic:	Grade 5, pp. 315-325, 250-251, Grade 6, Unit 2, pp. 70-296, Unit 3.
Scott Foresman:	Grade 6, Unit 1, pp. 2-62, Unit 2, Chapters 8-9, Unit 7 pp. 338-399.

Evaluation Items:

1. What is culture?

2. What is another name for culture?

3. What are norms and mores?

4. What is culture realm?

5. Study five cultures and tell how they are similar and how they are different.

6. What religions are practiced by most people in these five cultures?

7. Which of the following sentences about culture is NOT true?

   a. You learn your culture.
   b. You are born with your culture.
   c. Every culture had cultural norms.
   d. Every culture had cultural mores.

8. Would you want to have a person of a different skil color sit next to you in school every day?

___a. Yes
___b. No
___c. I don't know

9. Would you want to have a person of a different skil color be your teacher?

___a. Yes
___b. No
___c. I don't know

10. Would you want a person of different skil color be your friend?

___a. Yes
___b. No
___c. I don't know

Objective and Code: VIA1.5

Know that family members in all cultures have special functions

Grade Level: 1,2,3 World History

Instructional Materials

Films

BC 951 C	Family Matters
BC 6200 C	Economic Geography: Three Families In Different Environments
BC 2307 L	Mexican Boy: Story of Pablo
BC 3237 A	Malaysian Boy
BC 3237 B	Radu: Boy of Roumania
BC 3201 S	Two Families: African and American

Filmstrips

630737	American Families
630620	Our Family is Black

Printed Materials

------	UNICEF Materials
------	The Ethnic Heritage Studies Clearinghouse - SSEC

Additional Materials

Families in other Cultures - films by Learning Corporation of America

Lessons on Families - Social Education, October 1977, pp. 472-514.

Textbook Helps:

American:	Grade 4, Chapter 6, p. 151.
Follett:	Grade 4, Chapters 1-3. Grade 5, pp. 96-99, 118-119, 124, 126-134, 152-153, 194, 211-221.
Harcourt:	Grade 4, Unit 1, Chapters 1-2, Grade 6, Unit 3, pp. 119-178.
Houghton:	Grade 4, Unit 4, pp. 204-214, Grade 5, Unit 5, pp. 314-377, 426-439, Grade 6, pp. 286-290.

Activities

1. Barth Activities
   No. 18, p. 20
   3, p. 42
2. TLW compare favorite game of Brazil's children to one of their own.
   Materials needed: None
   Procedure: A chief is chosen and named. Chief stands in front of class, giving orders that all the class must follow only if they stated "Chief ________ orders you to ----". If one responds to an "I order ----" they are out of the game. Through convergent questioning, not similarities to "Simon Says". Through divergent questions, led students to discuss pleasure and satisfaction from successfully following rules to become a WINNER. Note the universal aspect of personal satisfactions that are similar.
   Evaluation: Did student participate in game and discussion?
3. TLW participate in Seder commemorating the Jewish Passover.
   Materials needed: Bread, parsley, horseradish, meat, and boiled eggs, and following information about the traditional family dinner.
   Procedure: Parents and children prepare the special foods and share the following story read aloud from the Haggadah to tell the story of the Exodus. One child (the youngest

Evaluation Items:

1. Place an X beside each of the following statements which are true about all families

X a. You learn language from your family.
___ b. Families share the same eye and hair color.
X c. Rules for conduct are learned from family members.
___ d. Family members have same favorite food.

2. Your family may share which of the following?

___ a. a place to live
___ b. responsibilities
___ c. friends
X d. all of the above

3. Family members provide which of the following?

___ a. food
___ b. love
___ c. discipline
X d. all of the above

4. Which of the following statements is not true?

___ a. Families do not always provide basic functions in the same way.
___ b. Families are influenced by the societies in which they exist.
___ c. Support from the family comes in many forms.
___ d. Some family functions are performed by other social groups as well.
X e. The status of all children within a family is the same.

5. Families see their responsibilities in relation to their own

X a. values
___ b. feelings
___ c. insecurities
___ d. mistakes
___ e. successes

6. In the American culture power is distributed within each family

___ a. in the same way as in every other family X d. in different ways
___ b. according to the age of its members ___ e. according to the jobs of its members
___ c. according to the sex of its members

Objective and Code: VIA1.5 Know that family members in all cultures have special functions.

Instructional Materials

Activities

in the family) begins by asking this question "Why is this night different from all other nights?" as the food is served. (Bread) Matzo reminds us of the hardships of the long flight from Egypt when bread was baked in the hot, desert sun. (Parsley) A sign of spring and new life, is dipped in a bowl of salt water as rememberance of tears of slavery. (Horseradish) Moror, or bitter herbs also signifies the bitterness of slavery. (Meat) The sacrifice lamb. (Egg) Another sign of spring, symbolizes the survival of the children of Israel. As children eat, discuss traditional dinners and symbols of our holiday feast, Discuss how traditions are formed.
Evaluation: Was child able to identify traditions and symbols?

TEXTBOOK HELPS:

Schclastic:	Grade 6, pp. 18, 193, 214, 256, 331.
Scott Foresman:	Grade 4, Chapter 18, pp. 186-189, Chapter 19, pp. 205-209 Grade 5, p. 238. Grade 6, pp. 84-87, 128, 136 Chapter 7.

Objective and Code: VIA1.6

Give examples of how individuals are constantly changing.

Grade Level: 2,4,6, Sociology

Textbook Helps:

American: Grade 6, Units 2-5.
Harcourt: Grade 6, Units 2-5.
Houghton: Grade 6, Units 3,5,6.
Laidlaw: Grade 6, entire book.

Instructional Materials

Films

BC 620 D	Changing Your Looks
AC 921 B	Now I Am Bigger
BC 2224 B	All the Self There Is

Filmstrips

23-54	Growing Up
630861	Developing Your Personality

Printed Materials

630806	PFLAUM/STANDARDS - Dimensions of
------	Personality

Instructional Kits

630810	Goals Incorporated

Activities

1. Barth Activities
   No. 2, p. 114
   3, p. 119

Evaluation Items:

1. A 68 year old person applies for a job where you work. The person is qualified for the job. Would you recommend consideration of the 68 year old person's application?

___a. Yes
___b. No

2. A 15 year old person applies for a job where you work. The person is qualified for the job. Would you recommend consideration of the 15 year old person's application?

___a. Yes
___b. No

3. What three social needs need to be satisfied to make a person happy or content?

Answer: 1) recognition and approval from others
2) success in what we attempt to do
3) conforming with the way others feel and behave

True or False

T 4. The environment produces and effects such personal qualities as attitudes, ideas, moods, manners and sociability.

T 5. The behavior and the thinking of the people around us help influence our ideas, ideals, gestures, ways of speaking and our opinions and prejudices.

Objective and Code: VIA1.7

Describe how individuals are similar and how they are different.

Grade Level: K-3, 6, Sociology, World History

Instructional Materials

Films

AC 2536 D	Inheriting Your Physical Traits
AC 1852 I	Conformity
BC 944 Q	Do Your Own Thing
BC 6203 D	Jesse Jackson/Carolyn Suelton
CC 1809 C	Prince and the Pauper
6-18-S	Famour Men and Women in Portraits

Filmstrips

MM 7159 R	Social Class Structure in the U.S.
VC 23756	Everybody's Different (video cassett

Printed Materials

660325	You Are Herdity and Environments
------	Encounters with the Self-Hamachek
------	You're All Right - Joy Wilt
------	AWARE - Activities for Social Awareness

Instructional Kits

JWW 7469	Exploring American Culture
MK 8171	Developing As a Person
JWW 7447	Activities for Exploring Values
--------	SPACE: A Study in Adaptations 4th grade comparative culture course Ed/Com Systems, Inc.
--------	Project PEACE Tapes
G3-1238	Developing Understanding of Self and Others

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Images of China - Center for Teaching International Relations. University of Denver.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3, p. 257, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. Franco works for the Correll Trucking Company on the loading dock with five other men, all of whom are Italian-American. Because of increased business, James is hired to work with them. James is not Italian-American, and Franco is upset because another Italian-American was not hired. Franco refused to speak to James except when it is necessary to get the job done. Which ONE of the following describes the MOST LIKELY result if Franco's behavior does not change?

___a. Franco's attitude will not bother James at all.
_X_b. James will develop a dislike for Franco.
___c. Franco will get to know James and begin to like him.
___d. James will make a greater effort to become friends with Franco.

2. Terry's father was very prejudiced against white people. As Terry grew up he tended to pick up his father's prejudice without really knowing it. When Terry was in school talking with his friends, he would sometimes refer to all white people as "stupid" or "dumb." Once one of the white students heard him. Which ONE of the following behaviors is the one you WOULD NOT expect of the white student?

___a. The white student would feel hurt and try to avoid Terry.
___b. The white student would get angry and say unkind things about Terry.
_X_c. The white student would try to make friends with Terry.
___d. The white student would think to himself that Terry was really the stupid one.

3. Part of your identity comes from

___a. pretending
___b. television
_X_c. the groups you belong to
___d. the places

Objective and Code: VIA1.8

Explain how heredity and environment contribute to individual differences.

Grade Level: 4, 6, Sociology, World Geography

Instructional Materials

Films

CC 2536 A	Inheritance in Man
VDF 021 C	The Amish Folks
CC 3212 S	China: An End to Isolation
BC 3280 Z	Iran: Land of the Peacock Throne
BC 3280 O	Ancient Orient: The Far East
CC 3251 A	Spain: Land and Legend
BC 3322	Roman Life in Ancient Pompell
CC 3231 L	India: Nation of Mystria
CB 3362 A	Rise of Hitler
BC 3284 J	South East Asia: Vietnam, Cambodia
BC 3310 A	Rise of Roman Empire
BC 3280 X	Iran
CC 3260 J	Mexico - The Land and the People
BC 3219 M	Israel
CC 3225 E	The Ancient Egyptian

Filmstrips

25-20 H	Heredity
25-20 B	Heredity and Environment
23-172 B	Different Neighborhoods

Printed Materials

HAR 396-10	Personal Values and Environmental Issues

Instructional Kits

------	Americans All-Pocket Books Educational Department
ID 3057	Simulation Kit - Energy X
INT 40	ADAPT - An Interaction unit exploring the importance of physical environment to past, present and future.

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1,3,5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.

Activities

1. Brainstorm - list heredity traits that make people different and similiar.
2. List environmental conditions which make people different and similar.
3. Illustrate on a map individual differences in various environments.
4. Invite the biology teacher to class to talk about hereditary tendencies.

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

Additional Materials

26 films on Leaders (i.e. Hitler, Shah of Iran, Kennedy, etc.)
Learning Corporation of America - Social Education, September, 1980, p. 445.

Evaluation Items:

True of False

F 1. Some cultures are definitely better than other cultures.

T 2. Every person's culture affects him/her in many areas of life.

T 3. Values are not always standards of judgement that people think about.

F 4. Some people are unaffected by the norms and values of their society.

F 5. Every language expresses the same ideas and relationships as every other language.

F 6. The same words and ideas are important for societies everywhere.

T 7. Cultures are in a constant state of change.

T 8. Subcultures accept only a portion of society's values and norms.

F 9. Different subcultures can have opposite norms and values.

F 10. Subcultures have no positive effects on their individual members.

Objective and Code: VIA2.1

Regard self as a contributing member of society.

Grade Level: K-3, 7, Sociology

Instructional Materials

Films

BC 945 A	I Am Me
BC 909 K	To Be the Most You Can Be

Filmstrips

630876	They Need Me
630803	Practicing Good Citizenship

Printed Materials

740169	The Value of Believing in Yourself
------	Citizen Me Grade 1, Lesson 2
------	Citizen Me Grade 7, Lesson 10

Instructional Kits

631082	Living with Others Citizenship I and II

Textbook Helps:

American: Grade 4, Chapter 6, p. 165.

Harcourt: Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.

Houghton: Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Describe five ways you have contributed to your society during the past year.

TEXTBOOK HELPS:

Scholastic: Grade 4, p. 43, Spirit Master #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.

Scott Foresman: Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3, p. 257, Grade 6, Chapter 23, pp. 265-279.

ACTIVITIES

2. Name five ways you can contribute to society this year.
3. How might you contribute to society in ten years?

Evaluation Items:

1. A team of people was chosen to discuss school bus routes and solve problems with time schedules. The team had a hard time arranging a plan of action. Everybody talked at once, argued, and did not listen to the chairperson. At the end of the project the committee still had not agreed upon a clear-cut set of possible solutions to the problems. Place an X by the statement which shows to what degree this group of people worked with each other as a team.

___a. They had a good system for working as a team.
___b. They had a good team, but some people spoiled it.
_X_c. They were not able to work together as a team.
___d. They would have been a good team had they had more time to work.

2. The teacher assigned you and other class members to groups to work on a play. Which statement below describes the MOST appropriate behavior for you if you are to successfully participate with your group?

___a. I would work by myself.
___b. I would work with my group doing things I liked to do.
___c. I would work better with my group if I could choose to be either a leader or a follower.
_X_d. I would work with my group regardless of whether I was the leader or follower.

Objective and Code: VIA2.2

Be aware that individual and group actions are influenced by moral, ethical, and spiritual values.

Grade Level: 2, 4, Sociology, World History

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1,3,5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.

Instructional Materials

Films

BC 4013 B	The Lottery
BC 1827 D	Watch
AC 946 A	Why We Need Each Other
CC 3584 O	Rules for Everyone

Filmstrips

---------	Under the Law - Walt Disney Educational Media Company

Printed Materials

---------	Citizen Me - Levels 5-6 Harris County Department of Educatio Houston, Texas
---------	Teaching About Conflict: Northern Ireland - Center for Teaching International Relations

Instructional Kits

630304	Developing Basic Values

Activities

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

ACTIVITIES

1. Barth Activities, pp. 14, 40, 64, 93, 130, 176, 256.

Evaluation Items:

1. What is the MOST important benefit to society of people respecting others of different ethnic origins?

___a. It would eliminate the need for people of different groups to live together in the same area.
_X_b. It would make it easier for all people to contribute to society.
___c. It would result in everyone speaking English as a first language.

2. Place an X by each statement that is an appropriate reason for respecting people of different races or ethnic origins.

___a. We are told we must.
_X_b. All persons, regardless of origin, may have contributions to make.
___c. Everyone, regardless of his/her individual behavior, deserves respect.
_X_d. One result might be increased communication and understanding.
___e. It is the popular thing to do.
_X_f. People will probably have a better relationship with one another if they consider all of an individual's characteristics, not just a few.

3. What would be an IMPORTANT result of everyone having respect for people of other races and ethnic origins?

_X_a. Everyone would have equal chance for a good education.
___b. Everyone would have the same incomes.
___c. Everyone would be happy.
___d. Everyone would enjoy the benefits of good health.

Objective and Code: VIA2.3

Acknowledge the need for individuals to work if a society is to function effectively.

Grade Level: 3,4,7,8, Economics, Free Enterprise

Textbook Helps:

Follett:	Grade 4, Unit 2, pp. 75-90, Grade 5, Unit 6, pp. 141-171 end of unit: "Think About Careers"
Houghton:	Grade 6, pp. 65, 70, 112, 169, 232, 235, 342-346, 403, 426, 428-431.
Scott Foresman:	Grade 4, pp. 89-90, 170-171, 288-307, Grade 5, Chapter 2.

Instructional Materials

Films	
BC 1025 M	Work Means
BC 944 F	Whether to Tell the Truth
BC 1025 D	Success Story
Filmstrips	
730673-01	Economics for Primaries
730667-01	Understanding Our Economic System
730665-01	It All Works Together/You the Consumer
Instructional Kits	
660474	Getting Along With Others

Activities

1. Examine the work ethic in five different cultures. How do they compare.
2. Trace the development of an automobile from start to finish. Watch for inderdependent patterns of workers. Trace the work patterns required for an organization/city/country/society to function effectively.
3. Compare any period in history when there are many people unemployed with a period of normal work cycles and see the general feeling of unrest and the tendency to follow any scheme set forth to insure or think it will insure security and tranquility.

Evaluation Items:

1. Which ONE of the following is the BEST reason why people need to be satisfied with their jobs?

___a. they get along with other people on a job
_X_b. they are happier
___c. they must try hard to better themselves
___d. they earn more money

2. Which ONE of the following is the MOST important factor in making a job personally satisfying for most people?

___a. having a clean, well-lighted room in which to work
___b. having a long lunch break
_X_c. having a chance to work at a job one likes
___d. having a lot of work to do all the time

3. Which of the following statements indicate that the person is satisfied with his/her job?

___a. On workdays, Mary hates to get up in the morning.
___b. Fred reads the "Help Wanted" ads in the newspaper every day.
___c. By the time of his morning coffee break, Ed is ordinarily in a bad mood.
_X_d. By the end of the day, Jean is usually tired but pleased with the work she had done.

4. Which ONE of these is something that would probably make a job MOST personally satisfying?

_X_a. being interested in what you are doing
___b. working long hours so thea you can "get into" your work
___c. having extra responsibility for someone else's work
___d. receiving occasional praise on how well you are doing

Objective and Code: VIA2.4

Recognize the need to finish assigned tasks.

Grade Level: All Levels

Textbook Helps:

Follett:	Grade 4, Unit 2, pp. 75-90, Grade 4, Unit 6, pp. 141-171 end of unit "Think About Careers"
Houghton:	Grade 6, pp. 65,70, 112, 169 232, 235, 342-346, 403, 426, 428-431.
Scott Foresman:	Grade 4, pp. 89-90, 170-171, 288-307, Grade 5, Chapter 2.

Instructional Materials

Films	
BC 1025 M	Work Means
BC 909 D	The Lemonade Stand: What's Fair
BC 914 B	Going to School is Your Job
CC 536	Free To Choose Series - M. Friedman
Filmstrips	
730673-01	Economics for Primaries
730667-01	Understanding Our Economic System
Instructional Kits	
730269	Career Insight and Self-Awareness Game

Activities

1. The Valuing Approach to Career Education Education Achievement Corporation K-8 activities

Evaluation Items:

1. Which of the following statements illustrate the importance of staying with a task? Place an X by each statement which DOES show the importance of staying with a task.

X a. attending night school in order to qualify for a promotion
X b. weeding a garden daily so that more food is produced
___ c. watching a favorite TV program before starting homework
X d. working summers to pay for college education
___ e. playing a long game of tennis with friends in order to get out of mowing the lawn

2. Imagine that you begin managing a local volunteer project for development of a park in your neighborhood. The project involves much time and planning for getting jobs done by other people, including: earth movers, planters, tree trimmers, electricians, etc. You find that more and more of your time is taken up with this project. Problems arise and it is difficult to get cooperation from others. You feel discouraged and would like to drop the project. Which ONE of these statements shows a BENEFIT you might gain by staying with the project?

___ a. You will make a lot of money if you stay with the project.
___ b. You will make a lot of new friends if you stay with the project.
___ c. You will be asked to serve as chairperson of other volunteer projects.
X d. You will gain some personal fulfillment if you achieve your goal.

3. Which of the following would be more likely to get a job?

X a. a person who is known to finish a task
___ b. a person who is very intelligent but lacks initiative
___ c. a person who lacks self-confidence

4. You will not be able to reach a high degree of success if you can't

___ a. fool the other person
___ b. bluff your way out of tight situations
X c. finish an assigned task

5. If you are working on a project for school you would want

___ a. the best looking girl to help you
X b. a person who is known to be able to get the job done to help you
___ c. the person you like best to help you.

Objective and Code: VIA2.5

Recognize the necessity for rules, and how rules function in families, schools and political systems.

Grade Level: Political Science

Instructional Materials

Films	
CC 3584 O	Rules for Everyone
AC 3114 B	Why We Have Laws
BC 935	The Bike
AC 935 B	The Game
BC 1851 C	The Great Bubble Gum Conspiracy
BC 3114 D	Changing the Law
CC 3128 I	Justice
CC 3127 D	Justice-Crime, Criminals and the System
BC 3124 A	House Divided: Changes and Reforms
BC 3124 B	House Divided: Lobbies and Critics
CC 3127 C	In Search of Justice
CC 3135 A	Man and State-Hamilton and Jefferson
BC 3232 H	Indian Family of Long Ago
BC 506 D	Property Rights and Pollution
Filmstrips	
630315	City Buildings
Printed Materials	
630028	Children and the Law
ED 156601	Law Focused Curriculum Guide 3-12
------	The Law and You
------	Citizen Me, Grades K-8 Harris County Department of Educatio Houston, Texas

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150. Grade 5, Chapter 9, p. 239.
Follett:	Grade 4, Unit 3, pp. 116-157 Unit 6, pp. 240-277, Grade 6 pp. 290-293.
Harcourt:	Grade 4, Unit 1, Chapter 2, p. 14, Grade 5, Unit 4, p. 183, Unit 5, p. 259, Grade 6 Unit 3, pp. 119-178

Activities

1. Goal: TLW recognize the necessity for rules and how rules function in families, schools and political systems.
   Objective: TLW participate in a group scavenger hunt with common needs, rules and goals.
   Materials needed: Various objects for the search. (Chalk, paper clip, used SS book, one group member's favorite possession, etc.)
   Procedure: Select teams, give list of objects to be secured, and the following instructions. During hunt members cannot talk, use hands (except for leader and last persons), and team members must clasp hands throughout the hunt. After hunt ends, have team members to share their problems and solutions. Through discussion, lead students to compare the game problems and solutions to those that the class, school, family, or community might encounter.
   Evaluation: Participation in hunt and discussion.
2. Goal: TLW recognize the necessity for rules, and how rules function in families, schools, and political systems.
   Objective: Through listing, TLW discover things that may and/or may not be chosen.
   Materials needed: Tagboard charts and magic markers or chalkboard and chalk.

Evaluation Items:

1. Do we need rules on the playground?

___ Yes (Go to A)   A. If yes to 1, why?
___ No (Go to B)   B. If no to 1, why?

2. Do grownups need rules of any kind?

___ Yes (Go to A)   A. If yes to 1, why?
___ No (Go to B)   B. If no to 1, why?

3. Why do people in a society need to have cultural rules that are common to all of them?

4. Why do you think societies make some of their cultural rules into law?

5. Use an X for rules helpful to you, V for those helpful for parents, and XV for those that help you both.

_V_ taking turns with playground equipment
_VX_ stop signs at street corners
_X_ drive within speed limits
_VX_ listen politely and carefully
_V_ be in your seat at classtime
_X_ register to vote by deadlines

6. Which rules might be helpful if your class has a new game?

_X_ when the game may be played
___ the game belongs to your class
_X_ how many may play for how long
___ prizes will be given to winners
_X_ who may play a second time

7. Which rules help your class to have more efficient study time?

___ all students talk at once
_X_ group discussion time
_X_ duties assigned to students
___ all students doing same assignment

8. Pleasant ways to express needs are:

_X_ Please!   ___ Don't!   _X_ No, thank you   ___ Stop!   _X_ Excuse me

Objective and Code: VIA2.5 Recognize the necessity for rules, and how rules function in families, schools and political systems.

Instructional Materials

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 5, pp. 310-315, Grade 5, Unit 3, Lessons 4-6, pp. 181-206, Unit 6, Lessons 8-10, p. 426, Grade 6, Unit 6, pp. 285-355.
Laidlaw:	Grade 4, Chapter 17, p. 263, Grade 5, Chapter 15, p. 272, Chapter 16, p. 288, Grade 6, Unit 5, pp. 174-221.
Scholastic:	Grade 4, pp. 174-176, 261-263 303-305, Grade 5, Chapter 25, p. 380, Chapter 26, p. 392, Grade 6, pp. 186-235.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, pp. 182-192, Unit 5, Chapter 19, pp. 205-208, Grade 5, Unit 1, Chapter 4, Unit 4, Chapter 14, pp. 172-180. Grade 6, Chapter 2, pp. 14-29 Chapter 6, pp. 66-75, Chapter 9, pp. 97-110, Chapter 24, pp. 282-298.

Additional Materials

Law Related Lessons on Rules for Elementary - Social Education, May 1980, pp. 391-397.

Activities

Procedure: With students working in groups of three to five, have one group member divide chart into two columns. Label one column "I Can Choose" and the other "I Cannot Choose". After lists are complete, (possible listings: "I Can Choose" what to wear, with whom to play, etc. "I Cannot Choose" when school starts, brothers or sisters, etc.) have groups share and compare listings and reasonings for their selections. Help students, through convergent questioning, to determine that rules are necessary for health, safety, and efficiency in life.
Evaluation: Did student participate in listing and discussion?

Objective and Code: VIA2.6

Identify executive authority roles on the community, state, and national levels.

Grade Level: 3,5,7, Political Science, American History, Government

Textbook Helps:

American:	Grade 4, pp. 165-167.
Follett:	Grade 4, Unit 7, pp. 298-301, Grade 6, p. 113.
Houghton:	Grade 5, Unit 3, Lesson 5, pp. 189-195.
Laidlaw:	Grade 5, pp. 244-245.
Scholastic:	Grade 5, Chapter 11, p. 172, Grade 6, pp. 316-319
Scott Foresman:	Grade 4, Chapter 24, pp. 263-264, 269-270, Grade 5, Chapter 12, pp. 149-158, Grade 6, Chapter 22, pp. 253-257.

Instructional Materials

Films

CC 535 A-E	American Enterprise
CC 3305 E	Man and State: Roosevelt and Hoover
CC 3305 D	Man and State: Hamilton and Jefferson
CC 3305 F	American Parade: FDR-Man Who Changed America
CC 3305 J	Eisenhower: Years of Caution
BC 3280 U	Leadership and Identity

Filmstrips

631086	Government in Action Encyclopedia Britannica

Printed Materials

------	Social Forces - Journal
------	Citizen Me Harris County Department of Education - Houston, Texas

Instructional Kits

------	Project PEACE Tapes
------	Economic Decision Games Science Research Associates Chicago, Illinois
------	Enterprise - NSCEE Texas Bureau of Economic Understanding (free)

Activities

Evaluation Items:

1. When President Carter met with President Anwar Sadat of Egypt to discuss arms sales to Egypt he was acting in which presidential role?

___a. chief legislator
___b. party chief
_X_c. chief diplomat
___d. chief executive

2. When the President appoints new members to the Council of Economic Advisors, he or she is acting as

___a. commander in chief
_X_b. chief executive
___c. chief legislator
___d. chief of state

Objective and Code: VIA2.7

Explain the functions of bureaucracies in the government process.

Grade Level: 8, Government, Political Science, American History

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165, Grade 5, pp. 174-176, 282-285, 322.
Follett:	Grade 4, Unit 7, pp. 278-309, Grade 5, Unit 7, pp. 194-196.
Harcourt:	Grade 4, Unit 5, Chapter 1, p. 231, Grade 5. Unit 3, p. 127, Unit 4, pp. 240-257.

Instructional Materials

Films	
BB 3119	Parliamentary Process in Action
BC 3130 E	Art of Diplomacy
BC 3176	Community Government: How They Function
AC 3112	Political Parties
BC 3200 N	This Way to the White House
CC 3365 D	Age of Kennedy
BC 3114 D	The Changing Land
Filmstrips	
31-17 B	Taking Part in Government
31-19	How Government Helps People
31-17 A	Being Active in Government
31-5 B	The Presidency
31-5 C	The Executive Department
------	The State of the Union
------	The Welfare Dilemma
------	Cities, U.S.A.
Instructional Kits	
------	The Growth of the Labor Movement Guidance Associates
------	Campaign - SSEC Data Book 2
------	Election, U.S.A. Civic Education SSEC Data Book 2

Activities

1. Decision Making in American Government SSEC Data Book 2.
2. Idea and Action in American History SSEC Data Book 2.
3. Inquiry into Crucial American Problems SSEC Data Book 2
4. The Restless Americans SSEC Data Book 2
5. Society Today - CRM Books SSEC Data Book 2

TEXTBOOK HELPS:

Houghton:	Grade 5, Unit 1, Lesson 9, p. 64,Unit 3, Lessons 4-5, pp. 181-193, Unit 3, pp. 189-195, Lesson 6, p. 196.
Laidlaw:	Grade 5, pp.242-249.
Scholastic:	Grade 4, pp. 37-39, 41, Grade 5, Chapter 11, pp. 172-178, Grade 6, Unit 5,Chapter 18, p. 312.
Scott Foresman:	Grade 4, Unit 6, Chapter 23, p. 252, Chapter 24, p. 261, Grade 5, Chapter 12, pp, 152-156, Chapter 22, Lesson 2, p 272.

Evaluation Items:

1. In what ways can work in the federal bureaucracy be frustrating?

   Answer: Possible answers include the need for compromise, the need to work through other people, the inability to act on one's own, being subject to public attention and criticism, and small daily problems that take up a lot of time and energy.

2. In what ways can work in the federal bureaucracy be interesting?

   Answer: They have a lot of responsibility, have a large budget, can work with professional people, and can work on problems that are really important.

3. What personal qualities do you think would be necessary to be a successful bureaucrat?

   Answer: Possible answers include patience, ability to work with others, ability to accept criticism, and an understanding of the bureaucratic system.

Objective and Code: VIA2.8

Explain the difference between direct and representative democracy.

Grade Level:

5,8, American History, Government, Political Science

Textbook Helps:

American:	Grade 5, p. 322
Follett:	Grade 5, Unit 7, p. 196.
Scholastic:	Grade 5, Chapter 11, pp. 172-185.

Instructional Materials

Films

BB 3109	Defining Democracy
CC 4004 A	Athens: The Golden Age
BC 3107	Debt to the Past - Government and Law

Filmstrips

33100 F	Ancient Greece

Activities

1. Conduct a mock town meeting to illustrate direct democracy.
2. Conduct a primary election to illustrate selecting representatives.
3. Barth Activities
   No. 12 p. 141
   13 p. 142

Evaluation Items:

1. One example of a direct democracy was:

___ a. United States
___ b. Rome
_X_ c. Athens in ancient Greece
___ d. Germany under Hitler

2. Which one of the following is an example of representative democracy?

_X_ a. United States
___ b. Soviet Union
___ c. China
___ d. East Germany

3. Expand on the following: "Democracy is the best form of government."

True or False

___ 4. Athens was the first to develop a democracy.

___ 5. Athens thought representative democracy was bad.

___ 6. We owe much too Rome, since we copied their form of government.

___ 7. People should decide what types of government they want.

Objective and Code: VIA2.9

Describe the consequences of people (a) changing from hunting and gathering to herding and farming and (b) trading surpluses.

Grade Level: 6, World History

Textbook Helps:

American Book:	Grade 4, Chapter 5, pp. 126-146.
Scott Foresman:	Grade 5, pp. 170-180, 297-307, Grade 6, pp. 82-83, 100, Unit 14 and 15
Follett:	Grade 4, Units 1,2,3, and 6
Laidlaw:	Grade 4, pp. 290-293
Houghton:	Grade 4, Unit 3, p. 143-144, Unit 4, p. 222-265

Instructional Materials

Films

BC 3356 I	Indian Cultures
BC 3321 B	Debt to the Past
BC 3321	Debt to the Past: Science and Technology
BC 3291 E	Italy-Ancient and Modern
BC 3368A-C	Eyewitness to History
BC 3355H-J	America in 1968
BC 3104	Trends
BC 3280 V	Middle East Journey to the Future
BC 3278 C	Saudi Arabia
BC 3280 W	Pressure Points
BC 3280 X	Iran
BC 3219 M	Isreal
CC 3212 S	China: An End to Isolation
CC 535 E	American Enterprise: People

Filmstrips

33-43 G	Aztecs, the Maya, the Incas: A Comparison
33-43 E	Aztecs and Their Way of Life

Activities

1. Barth Activities
   No. 19, p. 274
   20, p. 275
   22, p. 276
   23, p. 276
   24, p. 277

Evaluation Items:

1. Describe what happened to the American Indial when he stopped hunting and gathering with regard to

   a. food b. trade c. shelter d. government

2. How does a country develop trading surpluses?

3. What does a country do with this surplus?

Objective and Code: VIA2.10

Describe the functions of religion in a society.

Grade Level: 4,6, Sociology, World History

Textbook Helps:

American:	Grade 5, pp. 89, 122-127. Grade 6, pp. 192-200.
Follett:	Grade 5, pp. 118-119, 152-153, Grade 6, pp. 183-194.
Harcourt:	Grade 5, pp. 5-8, 29-31, 121-123, 178-182, Grade 6, pp. 154-160.
Houghton:	Grade 5, pp. 94-103, 125-143 Grade 6, pp. 383-395.

Instructional Materials

CC 3367 D	Jerusalem: Center of Many Worlds
CC 322 A	Arab Identify
SED 446 R	Religion: The New Direction

Printed Materials

AC 400	Major World Religions
PCE 41	Chart on What Do You Believe?
-------	Sociology - People in Groups - Peter Dublin

Instructional Kits

INT 213	Individual Learning Project Religion
MK 8154	Religion of Bibical Times Masters and Transparancies

Additional Materials

Zen Monk Lesson - Social Education, November/December 1979, pp. 522-526.

World Religion Filmstrip Series - Social Education, February 1979, p. 155.

Teaching About World Religions - Social Education, January 1981, pp. 17-38.

Activities

1. Study five major religions, including their similarities and differences.
2. Visit at least two religious services in the community.
3. Compare the function of religion in the days of the Founding Fathers with functions of religion in the 1980's.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 64, 78-79, 135-137, 141, 159, 172, 247.
Scholastic:	Grade 5, pp. 99, 120-121, 130. Grade 6, pp. 80, 97, 98, 104-105, 108-109, 179-180, 187-189, 196.
Scott Foresman:	Grade 5, Chapter 8, p. 98 Grade 6, Chapter 3.

Evaluation Items:

True or False

_F_ 1. Religions view the world in basically the same way.

_T_ 2. Rituals are religious acts which help provide group identity.

_F_ 3. Cults and sects are the same thing.

_T_ 4. Religion can be seen as an institution.

_F_ 5. Cultures that are strongly secularized are very religious.

_T_ 6. Religions can help support society's values.

_F_ 7. A person's values do not affect her everyday life.

Objective and Code: VIA2.11

Explain how specific societal institutions carry out the basic functions of society (e.g. church, school, family).

Grade Level: K-3, 6, Sociology

Textbook Helps:

American:	Grade 4, Chapter 6, p. 151.
Follett:	Grade 4, Chapters 1-3. Grade 5, pp. 96-99, 118-119, 124, 126-134, 152-153, 194, 211-221.
Harcourt:	Grade 4, Unit 1, Chapters 1-2, Grade 6, Unit 3, pp. 119-178.
Houghton:	Grade 4, Unit 4, pp. 204-214 Grade 5, Unit 5, pp. 314-377 426-439, Grade 6, pp.286-290

Instructional Materials

Films

BC 940 A	Family Teamwork and You
AC 2315 J	Community Helpers - The Sanitation Department
AC 2315 I	Community Helpers - Cleaners and Laundries
BC 534 A	Community - Neighborhoods
BC 2315 D	The Policeman
BC 2315 C	The Mailman
CC 3358 A	Immigrant Experience
BC 3201 S	Two Families: African and American

Filmstrips

23-173 C	School Helpers
WFS-025	Mothers and Fathers
WFS-020	Labels and Reinforcement of Sex Role Stereotyping
23-173 B	Our School
23-174 A	This Is Our Town

Printed Materials

23-162 D	Community Helpers-Pictures for Tracing
631251	Home and School a Partnership

Instructional Kits

630982	Courtesy in Community
630983	Courtesy at School
630984	Courtesy at Home
K-276	My Family
630482	People in the Neighborhood

Activities

1. Contrast and compare the churches in five cultural areas.
2. Contrast and compare schools in three countries.
3. Contrast and compare families in five countries.

TEXTBOOK HELPS:

Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.
Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

Additional Materials

Three American Families Across Two Decades - Social Education, October 1977, p. 498-514.

Evaluation Items:

1. Have pictures of six (6) different people at work. Then ask what each does.

2. Institutions have primary and secondary functions. Primary--intended and expected. Secondary unintended and unexpected. Discuss what amount of time in your day is spent on educational functions you consider primary and secondary.

3. Teachers, police and firefighters work for the

___a. country
___b. city
_X_c. state
___d. county

4. Why is the family considered the most basic of social institutions?

5. Would better laws insure greater family stability? Give reasons.

6. Explain briefly how each of the following has led to a dispute connected with the principle of separation of church and state:

a. released time for religious instruction
b. aid to church affiliated schools

7. Which of the following activities does not involve working with others?

___a. eating a meal with the family
_X_b. reading a book
___c. playing in a baseball game
___d. discussing a question in the classroom

Objective and Code: VIA2.12

Illustrate various ways of determining status in a culture.

Grade Level: 6, Sociology, World History

Textbook Helps:

American:	Grade 5, pp. 48-69, Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 5, pp. 337-338, Grade 6, Units 1,3,5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.

Instructional Materials

Films

CC 3212 S	China: An End to Isolation
BC 3280 Z	Iran: Land od the Peacock Throne
BC 3280 O	Ancient Orient: The Far East
BC 3322	Roman Life in Ancient Pompell
CC 3231 L	India: Nation of Mystery
CB 3362 A	Rise of Hitler
BC 3284 J	South East Asia: Vietnam, Cambodia
BC 3310 A	Rise of Roman Empire
BC 3280 X	Iran
CC 3260 J	Mexico - The Land and the People
BC 3219 M	Israel
CC 3225 E	The Ancient Egyptian
CC 3251 A	Spain! Land and Legend

Instructional Kits

631145	Social Learning Curriculum
630971	Focus on Self Development Stage II

Additional Materials

Women's Lives in the Asian Society - Social Education, April 1979, pp. 248-257.

Activities

1. Teaching About Cultural Awareness - Center for Teaching International Relations - Denver Colorado.
2. List items that determine status.
3. Prepare posters with pictures to show factors contributing to status in a culture.
4. Conduct a survey to see what students do to acquire status in a group.
5. Identify and classify examples of acquired or ascribed status in a culture.

TEXTBOOK HELPS:

Scholastic:	Grade 6, Unit 3.
Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

Evaluation Items:

1. Which of the following is not a criteria for determining status in a culture?

___a. wealth
___b. power
___c. intelligence
_X_d. happiness

2. In India, the status of individuals is determined by the

_X_a. caste system
___b. class system

3. In some cultures a major factor which determines status is

___a. size of family
___b. ownership of land
___c. race of the individual
___d. education of the individual

4. Status may be evident by an individual's

___a. type of clothing
___b. neighborhood
___c. type of occupation
___d. place of worship
_X_e. all of the above

Objective and Code: VIA3.1

Be aware of how societal values affect individual beliefs and values.

Grade Level: 4,6, Sociology

Textbook Helps:

American:	Grade 6, p. 11.
Follett:	Grade 4, Chapters 1-3.
Harcourt:	Grade 5, pp. 55, 124, 335, 338, 342. Grade 6, pp. 136, 138-140, 146-147, 180.
Scott Foresman:	Grade 4, pp. 84-87, 136. Grade 6, Chapter 7.

Instructional Materials

Films

BC 955 E	Love and Duty: Which Comes First
BC 943 B	Politics, Power and the Public Good
AC 501 J	What Is Money?
BC 909 K	To Be The Best You Can Be
BC 3128 E	Bill of Rights in Action: Equal Opportunity
BC 3128 G	Bill of Rights in Action: Freedom of Religion
BC 3128 F	Bill of Rights in Action: Women's Rights

Printed Materials

--------- UNICEF Materials

Instructional Kits

630047 Workers on Our Neighborhood

Activities

1. Barth Activities
   No. 4, p. 240
   1, p. 159
   3, p. 116
2. Barth Sections on Value - pp. 201-204, 293-298, 238-240.
3. Teaching About Ethnic Conflict - Center for Teaching International Relations
4. Teaching About Cultural Awareness - Center for Teaching International Relations

Evaluation Items:

1. A reason why people who live in areas where there are poor housing and living conditions don't move into better neighborhoods is

___a. financial conditions
___b. peer pressure
___c. job opportunities
_X_d. all of these

True or False

_F_ 2. All cultures value the same things.

Objective and Code: VIA3.2

Accept the necessity for self-restraint in personal behavior.

Grade Level: K-12

Instructional Materials

Films

BC 2922 F	But Names Can Never Hurt Me
BC 2922 S	But They Might Laugh
CC 960 F	Middle Road Travler Series
BC 951 J	Changes
BC 955 A	Cipher in the Snow
CC 6200	Bill Cosby on Prejudice

Instructional Kits

---------	The Magic Circle Series - Human Development Program

Textbook Helps:

American:	Grade 4, Chapter 6, p. 152, Grade 5, Chapter 14, pp. 332-351.
Follett:	Grade 4, Unit 5, pp. 219-225 Grade 5, Unit 3, p. 83.
Harcourt:	Grade 4, Unit 1, Grade 5, Unit 3, pp. 127-179.
Houghton:	Grade 4, Unit 4, pp.203 265, Grade 5, Unit 1, p. 14.

Activities

1. Discuss feelings of others when one person's rights impinge on rights of others.
2. Complete a decision tree on the consequences of breaking in line, getting angry, not obeying rules in various situations.
3. Crandall's Citizenship unit for primaries.

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapter 5, p. 75 Grade 5, Chapter 12, pp. 224-230.
Scholastic:	Grade 4, pp. 39-43, Grade 5, Chapter 8, pp. 116-134.
Scott Foresman:	Grade 4, Chapter 1, Lesson 2 p. 8, Grade 5, Unit 1, Chapter 1, pp. 4-10, Chapter 4, pp. 43-50, Unit 7, Chapter 30, p. 334, Grade 6, Chapter 2, p. 14-24.

Evaluation Items:

1. If playing at a friend's house and something is broken, one should try to put it where he or she won't notice it.

___a. True
_X_b. False

2. If someone else gets blamed for something one does, one should step forward and take the blame.

_X_a. True
___b. False

Objective and Code: VIA3.3

Work cooperatively with others.

Grade Level: All Levels

Instructional Materials

Films

AC 935 N	Snowwhite: A Lesson in Cooperation
BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 E	The Project
BC 613 F	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws and You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws
BC 3128	The Bill of Rights Series
AC 909 K	To Be The Most You Can Be

Printed Materials

631244	Awareness Activities for Social Awareness
------	Pattern of Healthful Living - Harris County Department of Education - Houston, Texas
------	Activities for Developing Positive Self Awareness - Milliken Publishing
------	The Ready-Set-Go Series - Educationa Products Division Word, Inc.
------	TA for Everybody Series - Alvyn Free

Instructional Kits

630982	Courtesy in the Community
630983	Courtesy at School

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150, Grade 5, Chapter 9, p. 239.
Follett:	Grade 4, Unit 3, pp. 116-157 Unit 6, pp. 240-277, Grade 6 pp. 290-293.
Harcourt:	Grade 4, Unit 1, Chapter 2, p. 14, Grade 5, Unit 4, pp. 183, Unit 5, p. 259, Grade 6, Unit 3, pp. 119-178.

Activities

1. Barth Activities:
   No. 1, p. 93
   No. 3, p. 134

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 5, pp. 310-315 Grade 5, Unit 3, Lessons 4-6 pp. 181-206, Unit 6, Lessons 8-10, p. 426, Grade 6, Unit 6, pp. 285-355.
Laidlaw:	Grade 4, Chapter 17, p. 263, Grade 5, Chapter 15, p. 272, Chapter 16, p. 288, Grade 6, Unit 5, pp. 174-221.
Scholastic:	Grade 4, pp. 174-176, 261-263, 303-305, Grade 5, Chapter 25, p. 380, Chapter 26, p. 392, Grade 6, pp. 186-235.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, pp. 182-192, Unit 5, Chapter 19, pp. 205-208, Grade 5, Unit 1, Chapter 4, Unit 4, Chapter 14, pp. 172-180, Grade 6, Chapter 2, pp. 14-29, Chapter 6, pp. 66-75, Chapter 9, pp. 99-110, Chapter 24, pp. 282-298.

Evaluation Items:

1. A team of people was choosen to discuss school bus routes and solve problems with time schedules. The team had a hard time arranging a plan of action. Everyone talked at once, argued and did not listen to the chairperson. At the end of the project the committee still had not agreed upon a clear cut set of possible solutions to the problems. Place an X by the letter of the statement which shows to what degree this group of people worked with each other as a team.

___a. They had a good system for working as a team.
___b. They had a good team, but some people spoiled it.
_X_c. They were not able to work together as a team.
___d. They would have been good as a team had they had more time to work.

2. The teacher has assigned you and other class members to groups to work on a play. Which statement describes the most appropriate behavior for you if you are to successfully participate with your group?

___a. I would work by myself.
___b. I would work with my group doing things I liked to do.
___c. I would work better with my group if I could choose to be either a leader or a follower.
_X_d. I would work with my group regardless of whether I was the leader or follower.

Objective and Code: VIA3.3 Work cooperatively with others.

Instructional Materials

Activities

Instructional Kits

630984	Courtesy at Home
630664	Teaching Good Manners and Behavior Through Unfinished Stories
630876	They Need Me
630803	Practicing Good Citizenship

Objective and Code: VIA3.4

Recognize that some groups, such as the family, are permanent in nature.

Grade Level: K-3,7, Sociology

Textbook Helps:

American:	Grade 4, Chapter 6, p. 151.
Follett:	Grade 4, Chapters 1-3, Grade 5, pp. 96-99, 118-119, 124, 126-134, 152-153, 194, 211-221.
Harcourt:	Grade 4, Unit 1, Chapters 1-2, Grade 6, Unit 3, pp. 119-178.
Houghton:	Grade 4, Unit 4, pp. 204-214 Grade 5, Unit 5, pp. 314-377 426-439, Grade 6, pp.286-290

Instructional Materials

Films

BC 951 C	Family Matters
BC 3201 S	Two Families: African and American
CC 3584 P	Children of Divorce
CC 3584 Q	Children of Divorce
BC 945 N	Mom and Pop Split Up

Filmstrips

630775	About Myself

Printed Materials

630465	Home and Community Helpers
630464	My Community
------	The Nitty Gritty of Family Life Educational Products Division of Word Incorporated

Activities

1. TWL interview parents and grandparents to find how their favorite childhood games were played, and let the class play the game.
   Materials needed: Name and rules for games.
   Procedure: Assign a small group to participate (until all of class has participated) to interview parents, securing answers for these questions: What was your favorite game to play when you were in (?) grade?, How did you play that game?, and Would you write (or help me write) the rules so my class may play? Compare similarities to "Today" games. Have students lead class in playing game.
   Evaluation: Was student successful in acquiring information? Was he/she able to direct game?
2. TLW discover origins of their names by questioning family members.
   Materials needed: Letter this riddle to create interest.

   My mother and father gave it to me.
   It might belong to other people in my
   family.
   Other people use it more than I do.
   What am I???

   Procedure: Read riddle and use a poster or on bulletin board encourage all children to discuss the origins of their family and given names with as many family members as

Evaluation Items:

Answer Yes or No to each of the following questions.

1. May we change parents if we wish?

2. May we change grandparents if we wish?

3. May you become a parent when you are older?

4. Can you change the kinship you have to any family member?

5. Will you have responsibility if you become a parent?

6. Did your grandparents make rules for your parents when they were young?

7. The social group that is most responsible for socializing children is

____ a. their peers
____ b. their teachers
____ c. their brothers and sisters
XX d. the family
____ e. the church

8. Marriage is governed by the family according to

____ a. universal codes of morality
XX b. the norms and values of the society to which it belongs
____ c. the majority opinion of all family members
____ d. the traditions of its ancestors
____ e. the philosophy of the magazines it reads

9. The family is an example of a

____ a. culture
____ b. social class
XX c. primary group
____ d. subculture
____ e. peer group

Objective and Code: VIA3.4 Recognize that some groups, such as the family, are permanent in nature.

Instructional Materials

Activities

possible. Create continuing interest as reports are shared with class. Children might wish to make their own name riddles, charts, or posters.
Evaluation: Participation.

TEXTBOOK HELPS:

Scholastic:	Grade 6, pp. 18, 193,214, 256, 331.
Scott Foresman:	Grade 4, Chapter 18, pp. 186-189, Chapter 19, pp. 205-209 Grade 5, p. 238, Grade 6, pp. 84-87, 128, 136, Chapter 7.

Objective and Code: VIA3.5

Know that individuals belong to a variety of groups for different reasons.

Grade Level: K-3,7, Sociology

Instructional Materials

Films	
BC 620 J	Groups of People
BC 1025 J	People Need People
AC 2342	We Go To School
Filmstrips	
631202	People Need You
Printed Materials	
------	Group Dynamics (microfiche)
------	Group Pressures(microfiche)
------	Group Processes(microfiche)
Instructional Kits	
740085	Belonging to a Group

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.
Houghton:	Grade 4, p. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Investigate and Interview
   - A. Look into local, school, county, state and national organizations. List ten (10) groups found in your area.
   - B. Interview group member
     - (1) Why did you join?
     - (2) Do you have meetings?
     - (3) What kind of projects do you work on?

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3, p. 257, Unit 3, Chapters 9-10, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. Place an X beside each factor that influences a person's lifestyle.

X a. the kind of work a person does
X b. the type of neighborhood in which a person lives
X c. whether a person lives in the country or in the city
X d. whether a person is married or unmarried
X e. the kinds of things a person likes to do in his or her leisure time
X f. the kinds of music a person likes
X g. the kinds of social activities a person enjoys

2. Jessica Alden buys her clothes in Paris. She vacations on the Riviera and in Acapulco. She uses her private plane to visit her friends all around the world. Which ONE of the factors below MOST influences Jessica's lifestyle?

X a. money
__b. culture
__c. education
__d. career

3. Paul Robinson and his family live on their farm. Like other families in their community, religion is very important to their lives. Women do not wear make-up; no one in the community smokes. Families in the community are very close and help each other. Which ONE of the factors below MOST influences Paul's lifestyle or way of life?

__a. income
X b. culture
__c. formal education
__d. career

4. A person's outlook on life, including what he wants and things that he or she values, is called his or her

__a. occupation
__b. goal in life
X c. lifestyle
__d. personal choice

Objective and Code: VIA4.1

Bescribe the nature of authority within the family and society.

Grade Level: K,1,2,3,6, Sociology

Instructional Materials

Films

CC 1809 F	Seiss Family Robinson
AC 934 F	Families Get Angry
CC 3584 D	Rules for Everybody
BC 3201 S	Two Families: African and American
BC 2320 J	Farm Family in Summer
BC 2320 K	Farm Family in Winter

Printed Materials

------	Freedom to Learn, On Becoming a Person - Carl Rogers
------	P.E.T. - Thomas Gordon
------	ERIC Family Counseling (microfiche)

Instructional Kits

------	Project PEACE Tapes
631246	My Family - Milton Bradley
------	SIRS - 11077 Family

Additional Materials

Families and Authority Structure (films) Learning Corp. of America

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150, Grade 5, Chapter 9, p. 239.
Follett:	Grade 4, Unit 3, pp. 116-157, Unit 6, pp. 240-277, Grade 6, pp. 290-293.
Harcourt:	Grade 4, Unit 1, Chapter 2, p. 14, Grade 5, Unit 4, p. 183, Unit 5, p. 259, Grade 6, Unit 3, pp. 119-178.

Activities

1. Objective: TLW draw, identify and list responsibilities and privileges of his/her family members.
   Materials needed: Manila paper, scissors, pencils, crayons.
   Procedure: Fold manila paper in half. On folded side, cut off corners to form roof, draw line across paper to show where roof ends. Draw door and windows. Draw family members' pictures inside house and use back to list responsibilities and privileges. Discuss the rule-making procedures used to decide his/her responsibilities and privileges, then discuss how they are determined for other family members.
   Evaluation: Was student able to follow directions to complete his/her family portrait?
2. TLW list some responsibilities and benefits in giving help, after hearing the story "The Little Red Hen."
   Materials needed: (It is in some editions of CHILDCRAFT.)
   Procedure: Read story to class. List all the times Little Hen ask for help. Determine what each animal would have had to do to provide help and whether it would have been possible. What benefit would each animal have received? Draw parallels to real life situations.
   Evaluation: Participation.

Evaluation Items:

True or False

_T_ 1. Your family may decide where you live.
_F_ 2. Your family may choose its nationality.
_T_ 3. Your family may decide where to attend church.
_F_ 4. Your family may decide whether to pay taxes.
_F_ 5. Your family may decide whether you attend school.
_T_ 6. Your family may decide which school you attend.

7. Which are responsibilities you have to your family?

_X_ to be honest
___ to be inconsiderate
_X_ to be thoughtful
___ to be dishonest

8. Which are privileges you have with your family?

_X_ to make mistakes
___ to disturb or distract
_X_ to ask questions
___ to scare or threaten or scare others
_X_ privacy

9. If you just met someone who was Oriental, how sure would you be that the person could be trusted?

___ a. I would be sure that the person could be trusted.
___ b. I would be sure that the person cound NOT be trusted.
_X_ c. I wouldn't be able to say one way or the other if the person could be trusted.

10. If you had met someone who was Black (same as above).

___ a.
___ b.
_X_ c.

11. If you had just met someone who was White (same as question 9).

___ a.
___ b.
_X_ c.

Objective and Code: VIA4.1 Describe the nature of authority within the family and society.

Instructional Materials

Activities

TEXTBOOK HELPS:

Houghton-Mifflin:	Grade 4, Unit 5, pp. 310-315, Grade 5, Unit 3, Lesson 4-6, pp. 181-206, Unit 6, Lessons 8-10, p. 426, Grade 6, Unit 6, pp. 285-355.
Laidlaw:	Grade 4, Chapter 17, p. 263, Grade 5, chapter 15, p. 272, Chapter 16, p. 288, Grade 6, Unit 5 , pp. 174-221.
Scholastic:	Grade 4, pp. 174-176, 261-263, 303-305, Grade 5, Chapter 25, p. 380, Chapter 26, p. 392, Grade 6, pp. 186-235.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, pp. 182-192, Unit 5, Chapter 19, pp. 205-208, Grade 5, Unit 1, Chapter 4, Unit 4, Chapter 14, pp. 172-180. Grade 6, Chapter 2, pp. 14-29, Chapter 6, pp. 66-75, Chapter 9, pp. 99-110.

Objective and Code: VIB1.1

Undertake personal leadership in groups and accept the leadership of others.

Grade Level: 8, Sociology, American History

Instructional Materials

Films	
BC 1025 E	I Agree - You're Wrong
BC 2922 O	Getting Even
BC 951 H	The Clique
BC 1025 C	Decisions, Decisions
Filmstrips	
---------	Leaders in Social Reform - Encyclopedia Britanica

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150, Grade 5, Chapter 9, p. 239.
Follett:	Grade 4, Unit 3, pp. 116-157 Unit 6, pp. 240-277, Grade 6 pp. 290-293.
Harcourt:	Grade 4, Unit 1, Chapter 2, p. 14, Grade 5, Unit 4, p. 183, Unit 5, p. 259, Grade 6, Unit 3, pp. 119-178.

Activities

1. Citizen Me - Grade 7, Lesson 1 - Harris County Department of Education, Houston, Texas.
2. Crandall's Grade 8, Lesson 3, Tomorrow's Citizen

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 5, pp. 310-315 Grade 5, Lessons 4-6, pp. 181-206, Unit 6, Lessons 8-10, p. 426, Grade 6, Unit 6 pp. 285-355.
Laidlaw:	Grade 4, Chapter 17, p. 263. Grade 5, Chapter 15, p. 272, Chapter 16, p. 288, Grade 6, Unit 5, pp. 174-221.
Scholastic:	Grade 4, pp. 174-176, 261-263, 303-305, Grade 5, Chapter 25, p. 380, Chapter 26, p. 392, Grade 6, pp. 186-235.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, pp. 182-192, Unit 5, Chapter 19, pp. 205-208, Grade 5, Chapter 4, Chapter 14, pp. 172-180, Grade 6, Chapter 2, Chapter 6, Chapter 9, Chapter 24.

Evaluation Items:

1. Mary and Tim were working on a class report. They could not agree on who should present the report to the class. They began to argue. How would you help Mary and Tim decide what to do?

___a. I would tell Tim to let Mary make the report this time.
___b. I would tell Mary to let Tim make the report this time.
_X_c. I would ask Mary and Tim to think of ways that both of them could give the report together.
___d. I would ask the teacher to help decide.
___e. I don't know.

2. When working in a group, one should be willing to listen to the ideas of others.

_X_a. often
___b. sometimes
___c. never

3. When working in a group, one should be will to suggest ways the group might work together.

_X_a. often
___b. sometimes
___c. never

4. When working in a group, one should be willing to work hard to help the group.

_X_a. often
___b. sometimes
___c. never

5. Which ONE of the following statements would MOST likely involve your making a compromise with someone else?

_X_a. You are asked to be the representative from your department on a committee to decide how job tasks will be given out to employees of all departments.
___b. You are told to read your work more carefully so that you can eliminate errors.
___c. You are asked to show a new employee the office routines and to introduce him/her to the other employees.
___d. You are given an assignment and are asked to have it finished by noon.

6. Tribe: chief; group: ____________. (leader, member, follower)

Objective and Code: VIB1.2

Formulate rules for governing self and small groups.

Grade Level: All Levels

Instructional Materials

Films

AC 935 N	Snowwhite: A Lesson in Cooperation
BC 2375 A	All By Myself
AC 615 G	Clay Comes Alive
BC 2375 S	How Do You Know
AC 1918 A	How To Judge Facts
AC 2360 S	Look, Listen and Learn

Instructional Kits

---------	The Magic Circle Series - Human Development Programs
630972	Where and Why

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150, Grade 5, Chapter 9, p. 239.
Follett:	Grade 4, Unit 3, pp. 116-157 Unit 6, pp. 240-277, Grade 6 pp. 290-293.
Harcourt:	Grade 4, Unit 1, Chapter 2, p. 14, Grade 5, Unit 4, p. 183, Unit 5, p. 259, Grade 6, Unit 3, p. 119-178.

Activities

1. Citizen Me -
   - Grade 1, Lesson 7
   - Grade 3, Lessons 2-6
   - Grade 5, Lesson 2
   - Grade 8, Lessons 10-11, 15
2. Barth Activities
   - No. 1, p. 93
   - No. 2, p. 55
   - No. 3, p. 55
3. Define brainstorming rules and utilize rules for student imput for classroom problems.
4. Assign group projects (groups of four). Explain a group grade. Discuss successes and failures. Allow for failures. If groups failing can explain why they failed, then give them at least a C on the project.

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 5, pp. 310-315 Grade 5, Unit 3, Lessons 4-6 pp. 181-206, Unit 6, Lessons 8-10, p. 426, Grade 6, Unit 6, pp. 285-355.
Laidlaw:	Grade 4, Chapter 17, p. 263, Grade 5, Chapter 15, p. 272, Chapter 16, p. 288, Grade 6, Unit 5, pp. 174-221.
Scholastic:	Grade 4, pp. 174-176, 261-263, 303-305.

Evaluation Items:

1. A team of people was chosen to discuss school bus routes and solve problems with time schedules, The team had a hard time arranging a plan of action. Everyone talked at once, argued and did not listen to the chairperson. At the end of the project the committee still had not agreed upon a clear-cut set of possible solutions to the problems. Place an X by the statement that shows to what degree this group of people worked with each other as a team.

___a. They had a good system for working as a team.
___b. They had a good team, but some people spoiled it.
_X_c. They were not able to work together as a team.
___d. They would have been good as a team had they had more time to work.

2. The teacher has assigned you and other class members to groups to work on a play. Which statement describes the most appropriate behavior for you if you are to successfully participate with your group?

___a. I would work by myself
___b. I would work with my group doing things I liked to do.
___c. I would work better with my group if I could choose to be either a leader or a follower.
_X_d. I would work with my group regardless of whether I was the leader of follower.

3. Individual discipline is to group responsibilities as a basketball player is to the __________.

___a. game
_X_b. team
___c. school
___d. coach

True or False

_T_ 4. In order for a group to complete a task successfully, rules must be followed.

_T_ 5. A good rule must be fair to everyone in the group.

_F_ 6. When working by one's self, rules are not important.

_F_ 7. While working in a group, everyone doesn't need to know the rules.

Objective and Code: VIB1.2 Formulate rules for governing self and small groups.

Instructional Materials

Activities

Scholastic:	Grade 5, Chapter 25, p. 380, Chapter 26, p. 392, Grade 6, pp. 186-235.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, pp. 182-192, Unit 5, Chapter 19, pp. 205-208, Grade 5, Unit 1, Chapter 4, Unit 4, Chapter 14, pp. 172-180, Grade 6, Chapter 2, pp. 14-29, Chapter 6, pp. 66-75, Chapter 9, pp. 99-110, Chapter 24, pp. 282-298.

Objective and Code: VIB1.3

Contribute to group decisions.

Grade Level: All Levels

Instructional Materials

Films

BC 3128 F	The Bill of Rights Series
BC 909 K	To Be The Most You Can Be
BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 E	The Project
BC 613 F	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws And You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws
AC 935 C	Lunch Money

Instructional Kits

630777	I Talk, I Think, I Reason
730609	To Be Informed Series
631237	My Friends and Me
631235	Being Courteous, Being Considerate
631067	Sing a Song of People
631082	Living with Others
630803	Practicing Good Citizenship
630876	They Need Me

Textbook Helps:

American: Grade 4, Chapter 6, p. 165.

Harcourt: Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.

Houghton: Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Citizen Me-Harris County Dept. of Education
2. Pattern of Healthful Living - Harris County Department of Education - Houston, Texas.
3. Awareness Activities for Social Awareness
4. Activities for Developing Positive Self-Awareness
5. The Ready-Set-Grow Series - Word, Inc.
6. TA for Everybody Series
7. 100 Ways to Enhance Self-Concept in the Classroom for Teachers and Parents
8. Multicultural Teaching: A Handbook of Activities, Information, and Resources
9. Values Clarification

TEXTBOOK HELPS:

Scholastic: Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.

Scott Foresman: Grade 4, Chapters 9-10, Chapter 16, pp. 160-164, Chapter 23, Lesson 3, p. 257 Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. A team of people was chosen to discuss school bus routes and solve problems with time schedules. The team had a hard time arranging a plan of action. Everyone talked at once, argued, and did not listen to the chairperson. At the end of the project the committee still had not agreed upon a clear-cut set of possible solutions to the problem. Place an X beside the statement which shows to what degree this group of people worked with each other as a team.

___a. They had a good system for working as a team.
___b. They had a good team, but some people spoiled it.
_X_c. They were not able to work together as a team.
___d. They would have been good as a team had they had more time to work.

2. The teacher has assigned you and other class members to groups to work on a play. Which statement describes the most appropriate behavior for you if you are to successfully participate with your group?

___a. I would work by myself.
___b. I would work with my group doing things I liked to do.
___c. I would work better with my group if I could choose to be either a leader or a follower.
_X_d. I would work with my group regardless of whether I was the leader or follower.

3. You and several others are stranded on an island after an airplane crash. You have been given up as dead. You are now faced with the problem of survival. Which of the following suggestions would be the best solution?

___a. build a rescue fire
___b. search for food
_X_c. assign responsibilities to each survivor
___d. make each individual responsible for his own needs

Objective and Code: VIB1.4

Fulfill their responsibilities in whatever group they participate.

Grade Level: All Levels

Textbook Helps:

Follett:	Grade 5, all units
Harcourt:	Grade 4, Unit 4, pp. 203-265

Instructional Materials

Films

BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 E	The Project
BC 613 F	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws and You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws
BC 909 K	To Be the Most You Can Be
AC 3128 B	Bill of Rights Series

Printed Materials

630811	About Me
630499	Color Me America
------	Patterns of Healthful Living - Harris County Dept. of Education - Houston
------	Multicultural Teaching: A Handbook of Activities, Information, and Resources, - Pamela Tiedt and Iris Tiedt
------	100 Ways to Enhance Self Concept in the Classroom: A Handbook for Teachers and Parents - Jack Canfield and Harold Wells

Instructional Kits

630982	Courtesy in the Community

Activities

1. Barth Activities
   No. 6, p. 138

Instructional Kits

630983	Courtesy at School
630984	Courtesy at Home
630664	Teaching Good Manners and Behavior Through Unfinished Stories
630876	They Need Me
630803	Practicing Good Citizenship
631082	Living With Others

Evaluation Items:

1. Read the following descriptions of people working together to accomplish tasks. Which one of the following examples best describes people effectively working together?

___a. This team is very concerned with pleasing the leader. The leader keeps all of the people on his team busy. Sometimes team members have ideas different from the team leader, but they are afraid to express their ideas.

_X_b. This team sometimes gets into disagreements because everyone is involved in trying to accomplish the task. The leader encourages people to share their ideas in order to get the job done.

___c. This team is bogged down in trying to decide how to divide the tasks. The members of the the teams are so discouraged that they have just about given up.

___d. This team of workers accomplished a lot during the first week of the project. Lately, little work is being done. John and Dale do most of the talking. Most team members now feel that their own contributions are not important.

Objective and Code: VIB1.5

Recognize the individual's role in the formation of group decisions.

Grade Level: All Levels

Instructional Materials

Films

BC 909	K	To Be The Most You Can Be
BC 2922	B	Must I, May I
BC 935	F	The Bike
AC 935	E	The Project
BC 613	F	The Fight
BC 940	A	Family Teamwork and You
AC 2300	L	Rules, Laws and You
AC 946	A	Why We Need Each Other
AC 1025	C	Decisions, Decisions
AC 3134	C	What Liberty and Justice Mean
AC 952	D	It's My Fault
AC 2342		We Go To School
AC 3114	B	Why We Have Laws

Instructional Kits

630777	I Talk, I Think, I Reason
730609	To Be Informed Series
631237	My Friends and Me
631235	Being Courteous, Being Considerate
631067	Sing a Song of People
631082	Living With Others
630803	Practicing Good Citizenship
630876	They Need Me

Textbook Helps:

American:	Grade 4, Chapter 6, p. 152, Grade 5, Chapter 14, pp. 332-351.
Follett:	Grade 4, Unit 5, pp. 219-225 Grade 5, Unit 3, p. 83.
Harcourt:	Grade 4, Unit 1, Grade 5, Unit 3, pp. 127-179.
Houghton:	Grade 4, Unit 4, pp. 203-265 Grade 5, Unit 1, p. 14.

Activities

1. Barth Activities:
   No. 2, p. 132
   No. 3, p. 97
2. Patterns of Healthful Living - Harris County Department of Education - Houston, Texas.
3. Awareness Activities for Social Awareness
4. Activities for Developing Positive Self-Awareness.
5. The Ready-Set-Grow Series - Word, Inc.
6. TA for Everybody Series
7. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents
8. Multicultural Teaching: A Handbook of Activities, Information, and Resources.

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapter 5, p. 75, Grade 5, Chapter 12, pp. 224-230.
Scholastic:	Grade 4, pp. 39-43, Grade 5, Chapter 8, p. 116-134.
Scott Foresman:	Grade 4, Chapter 1, Lesson 2 pp. 8, 277, Grade 5, Unit 1, Chapter 1, pp. 4-10, Chapter 4, pp. 43-50, Unit 7, Chapter 30, p. 334, Grade 6, Chapter 2, pp. 14-24.

Evaluation Items:

1. Read the following descriptions of people working together to accomplish tasks. Which one of the following examples best describes people effectively working together?

___a. This team is very concerned with pleasing the leader. The leader keeps all of the people on his team busy. Sometimes team members have ideas different from the team leader, but they are afraid to express their ideas.

_X_b. This team sometimes gets into disagreements because everyone is involved in trying to accomplish the task. The leader encourages people to share their ideas in order to get the job done.

___c. This team is bogged down in trying to decide how to divide the tasks. The members of the team are so discouraged that they have just about given up.

___d. This team of workers accomplished a lot during the first week of the project. Lately, little work is being done. John and Dale do most of the talking. Most team members now feel that their own contributions are not important.

True or False

_T_ 2. Influence and participation in a group are not the same.

_F_ 3. Influence within a group can only be positive.

_T_ 4. Many kinds of decisions are made in groups without considering the effects of these decisions on other members.

_T_ 5. A major concern of group members is the degree of acceptance or inclusion in the group.

_F_ 6. The feelings generated by the interactions between group members are often discussed.

Write yes before each item that shows group action that will get the job done. Write no before each item that shows action that will keep the group from finishing its job.

_Y_ 7. Someone in the group asks how the job can best be done.

_N_ 8. Someone loudly argues.

_Y_ 9. Someone tries to help the group members remember what has been said.

_Y_ 10. Someone tries to think of several different ways to get the job done.

_N_ 11. Someone talks about something that has little to do with the job to be done.

Objective and Code: VIB1.6

Recognize authority bases and apply leading and following skills accordingly.

Grade Level: All Levels

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Follett:	Grade 4, Unit 7, pp. 278-309
Harcourt:	Grade 4, Unit 1, Chapter 3, p. 22, Grade 6, pp. 260-261, 276-278.
Houghton:	Grade 5, Unit 1, Lessons 9-10, pp. 64-81.
Scholastic:	Grade 4, pp. 37-39.
Scott Foresman:	Grade 4, Unit 4, Chapter 17, pp. 182-189, Chapter 18, p. 196, Chapter 19, p. 213,

Instructional Materials

Films

BC 3128	The Bill of Rights Series
BC 909 K	To Be The Most You Can Be
BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 E	The Project
BC 613 F	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws and You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws

Printed Materials

631244	Awareness Activities for Social Awareness
------	Patterns of Healthful Living - Harris County Department of Education - Houston, Texas
------	Activities for Developing Positive Self-Awareness
------	The Ready-Set-Grow Series - Word, Inc.
------	TA for Everybody Series
------	100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents
------	Multicultural Teaching: A Handbook of Activities, Information, and Resources

Activities

1. Barth Activities:
    No. 1, p. 117
    No. 2, p. 118
    No. 3, p. 119

TEXTBOOK HELPS:

Scott Foresman: Unit 6, Chapters 23-24, pp. 252-267, Grade 6, Chapter 6, Lessons 1-2, pp. 66-71.

Evaluation Items:

1. Place an X beside each item if it ia an advantage of being a leader.

___a. takes responsibility for others' mistakes
_X_b. has a voice in decision making
___c. has work which is routine
_X_d. gets credit for a job which is well done
___e. can work on a project without having to organize it
___f. has to deal with the problems of others

2. Which one of the following is an advantage of being a leader?

_X_a. A leader is often highly respected.
___b. A leader often gets the chance to work more than eight hours a day.
___c. A leader is able to give up free time for a cause.
___d. A leader needs to listen to everyone's problems.

3. Which one of the following is a disadvantage of being a leader?

___a. A leader usually has several opportunities to state his/her ideas.
_X_b. A leader may be held responsible for the actions of others.
___c. A leader sometimes gets credit for a job well done.

Objective and Code: VIB1.6 Recognize authority bases and apply leading and following skills accordingly.

Instructional Materials

Instructional Kits

630777	I Talk, I Think, I Reason
730609	To Be Informed Series
631237	My Friends and Me
631235	Being Courteous, Being Considerate
631067	Sing A Song of People
631082	Living With Others
630803	Practicing Good Citizenship
630876	They Need Me

Activities

Textbook Helps:

Objective and Code: VIC.

Demonstrate an understanding of individual development and the skills necessary to communicate with others.

Grade Level:

Instructional Materials

Printed Materials

Using Journals - Social Education, January 1978, pp. 15-17.
Using Proverbs - Social Education, October 1980, pp. 516-518
Using Interviews of Historical Characters - Social Education
October 1980, p. 519.
Program on Social Development for Middle School - Social
Education, October 1978, p. 511.

Activities

1. Patterns of Healthful Living - Harris County Department of Education, Houston, Texas
2. Meeting Modern Problems (K-12)
   Educational Research Council of America
   Lakewood City Public School System
   Ohio State Department of Education
   Rockefeller Building
   Cleveland, Ohio 44113
3. Coronado Plan (K-12) Coronado, California

Objective and Code: VID1.1

Consider his/her values as well as those of others when making political decisions.

Grade Level: Sociology

Textbook Helps:

American:	Grade 6, p. 11.
Follett:	Grade 4, Chapters 1-3.
Harcourt:	Grade 5, pp. 55, 124, 335, 338, 342, Grade 6, pp. 136, 138-140, 146-147, 180.
Scott Foresman:	Grade 4, pp. 84-87, 136 Grade 6, Chapter 7.

Instructional Materials

Films

BC 3128 E	Bill of Rights in Action: Equal Opportunity
CB 3103	Challenge of Ideas
BC 3115 B	Politics and Youth
BC 3112 C	Politics at the Grass Roots

Instructional Kits

630500	Inter-Nation Simulation Kit

Activities

1. Barth Activities
   No. 2, p. 206
   3, p. 159

Evaluation Items:

Place an X by the statement that completes the sentence or answers the question.

1. Power

___a. is always legitimate.
___b. is held by political leaders alone.
_X_c. helps a government exist
___d. is evil.
___e. is force.

2. Conflicts that affect society are usually resolved by

___a. the family
___b. the educational system
___c. social organizations
_X_d. the legal system
___e. fist fights

Write the letter of the term in Column B next to its definition in Column A.

_b_1.	punishments or lack of rewards	a. economic power
_c_2.	popular leader	b. coercive power
_a_3.	control of material goods	c. charismatic power
_e_4.	right to rule/duty to obey	d. expertise power
_d_5.	special knowledge or ability	e. legitimate power

4. People make decisions based upon

___a. facts
___b. related information about the decision
___c. values of the person
_X_d. all of the above

Objective and Code: VID1.2

Believe in the freedom of individuals to choose and change jobs.

Grade Level: 2, 6, Free Enterprise, Psychology, Government

Instructional Materials

Films

AC 1006	Basic Job Skills Series
BB 1006 B	Your Job-Finding the Right One
BC 1025 O	Choosing Changes
BC 1025 C	Decisions, Decisions
BC 1005 M	Making a Choice
BC 1025 G	Me, Myself and Maybe

Filmstrips

740223	Listening, Looking, and Feeling
730661-01	Career Awareness: A Primary Introduction to Career Education

Instructional Kits

660629	The World of Getting A Job
660502	Career Games
730215	Plans for the Future
730216	Interest and Choice

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63 Grade 6, Chapter 5-8, pp. 321-348.

Activities

1. Interview three persons about job changes and/or career changes in their lives.
2. Have the guidance counselor administer an interest inventory for the class. Interpretation can be individually or group oriented.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. You may work better if your career choice matches your personal goals. From the following statements select the ONE which BEST explains why.

___a. You will work better to get better pay to get promoted.
___b. You will work better so you can get out of that kind of work and into something worthwhile.
___c. You will work better to please your employer and to be fair to fellow workers.
_X_d. You will work better because the work is interesting and rewarding to you.

2. A person will probably work better when his/her career choice is matched with which ONE of the following?

___a. parents' wishes
_X_b. personal goals
___c. teachers' recommendations
___d. friends' goals

3. Grace wants a job where she DOES NOT have to deal with many strangers. Which career do you feel would BEST match Grace's goal?

___a. nurse
_X_b. bookkeeper
___c. public librarian
___d. salesperson

4. As a result of Grace's matching her personal goals to her career choice, she will probably

_X_a. be happier in her job
___b. have more free time
___c. make more new friends
___d. work for a large company

5. One result of matching personal goals with a career choice might be

_X_a. greater work production
___b. decreased work production
___c. setting of new personal goals to match a chosen career
___d. developing problem situations in that career choice

Objective and Code: VID2.1

Contribute to the accomplishment of tasks.

Grade Level: All Levels

Instructional Materials

Films

BB 1006 D	Your Job: Good Work Habits
BC 945 C	Brady Bunch: My Brother's Keeper
BC 534 A	Community - Neighborhoods
BC 1025 M	Work Means (Why Man Works)
BC 1025 D	Success Story
CC 536	Free To Choose Series - M. Friedman

Filmstrips

10-5	Preparing for the World of Work
730222	Job Attitudes: A Job That Goes Someplace

Instructional Kits

730232	People Who Help Others
730536	Career Games

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177. Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Simulate a business in the classroom. Examine the interdependent roles of persons if tasks are to be successfully accomplished.
2. Use activities in The Valuing Approach to Career Education (Education Achievement Corporation.) 730655-01 E

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, pp. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Elaine is interested in becoming a legal secretary. She has read about this career and has seen legal secretaries on TV shows. This seems to her to be a job she would enjoy. However, Elaine feels that this career requires someone who can meet people easily and who can speak well in conversations with important people. Her problem is that she is shy. Which ONE of the following would be the BEST solution to her problem?

_X_ a. participate in clubs and other groups to develop skills for meeting and speaking to people
___ b. work in a small office that doesn't have many clients
___ c. become more skilled in her typing and learn more about law
___ d. give up the idea of becoming a legal secretary

2. Judy is looking for a job as a personnel director. She has had two job offers which interest her. One has more responsibilities, but the pay is better. The other has more possibilities for advancement. Which one of the following statements BEST describes Judy's problem?

___ a. Judy must decide whether she wants to be a personnel director.
___ b. Judy must look further so that shw has more jobs from which to choose.
___ c. Judy must learn to take on more responsibilities.
_X_ d. Judy must decide whether she wants better pay immediately or a job with advancement possibilities.

Objective and Code: VID2.2

Adhere to good work habits.

Grade Level: All Levels

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton:	Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BB 1006 D	Your Job: Good Work Habits
BC 1025 M	Work Means (Why Man Works)
BC 1025 D	Success Story

Filmstrips

730222	Job Attitudes: A Job That Goes Someplace
730673-01	Economics for Primaries
730648-02	Money, Jobs, and You
730667-01	Understanding Our Economic System

Activities

1. Develop a reward system in the classroom for good work habits.
2. Interview grandparents, parents, and persons in various cultural groups about the work habits they value. Compare the answers.
3. Have an employer visit the classroom to discuss work habits of prospective employees.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 421-426.
Scholastic:	Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Which ONE of the following statements describes pride in work products?

___a. "I hope my computer program is all right, because I made many mistakes."
_X_b. "No matter what I do, I should be able to point to it and say 'See, that's mine over there.'"
___c. "Whatever I do is checked by someone else, so why should I worry about it?"
___d. "I completed all seventeen letters Mrs. Jefferson gave me to type, but I hope she doesn't have the time to look them over before the mailing deadline."

2. Mike always takes time to check his work carefully. He thinks it is important to do his job properly even if nobody else knows the difference. Which ONE of the following is MOST likely the reason for Mike's behavior?

___a. He makes more money.
_X_b. He takes pride in his work.
___c. He is trying to impress his co-workers.
___d. He had some extra time.

3. Place an X by each statement which describes an individual taking pride in his/her work and/or work products.

_X_a. Bob enters his architectural design for a commercial building in a design competition.
_X_b. Sue tells her parents all about the interesting trips she arranges for her customers in her job at the travel agency.
___c. Phil encourages his friends to talk about their work because he feels they have more to contribute than he.

4. Employers are looking for workers who are

___a. careless
_X_b. hard working
___c. easy to push around

5. An ambitious employee or student will

___a. depend on others to help him
_X_b. try hard to improve his skills
___c. try to get out of work

Objective and Code: VID2.3

Recognize the need and value of all honest work.

Grade Level:

All Levels, Economics,
Free Enterprise

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt: Grade 4, Unit 4, p. 177. Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253

Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BC 1025 D	Success Story
BC 1025 M	Work Means
BB 905	How Honest Are You
BC 1006 H	Earning and Learning
CC 535 E	American Enterprise: People

Printed Materials

730583	Career Education Program Volumes I and II
730648	Money, Jobs and You

Activities

1. Barth Activities
   No. 16, p. 93
   7, p. 68
   8, p. 69

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.

Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Everyone needs to feel satisfaction in relationship to his/her experience in working. Place an X by those statements which describe SATISFACTION through accomplishment.

___a. Maria felt that her talents as a writer were being wasted when she was assigned the job of proofreading other people's work.
___b. Bill quit his job after his third set of blueprints had been rejected.
_X_c. Mary took pride in every letter she typed.
_X_d. Tom enjoyed his job at the pulp mill because he had opportunities to help his co-workers.

2. Rodrigo and Manual worked together on the design of a model house. Rodrigo wants to celebrate because the house sold right away. Manuel is excited because the house won the first-place award for house design. Which statement below BEST describes how the two men probably feel about their job?

___a. Rodrigo is more satisfied than Manuel.
_X_b. Both are satisfied, but in different ways.
___c. Both are dissatisfied.
___d. Rodrigo is less satisfied than Manuel.

3. Mary was a reporter for a newspaper. Her job was to write stories which would be used to fill space when needed. After two years of work she had written dozens of articles. However, only five were printed, and they were greatly edited by her boss. Her boss told her she was doing her job satisfactorily, but she quit anyway. Which of the following is the MOST important reason Mary quit her job?

___a. She did not like her boss.
___b. Her work was not interesting to her.
_X_c. She was dissatisfied because her articles were not being printed.
___d. She was running out of ideas for more articles.

Objective and Code: VID2.4

Encourage others in the work they are pursuing.

Grade Level: All Levels

Textbook Helps:

Follett:	Grade 4, Unit 2, pp. 75-90, Grade 5, Unit 6, pp. 141-171 end of unit "Think About Careers"
Houghton:	Grade 6, pp. 65, 70, 112, 169, 232, 235, 342-346, 403, 426, 428-431.
Scott Foresman:	Grade 4, pp. 170-171, 288-307, 90-89, Grade 5, Chapter 2.

Instructional Materials

Films	
BC 1025 O	Success Story
BC 1025 M	Work Means
BC 1025 F	The Way We Live
BC 1025 J	People Need People
Filmstrips	
730673-01	Economics for Primaries
730655-01	The Valuing Approach to Career Education - Education Achievement Corporation

Activities

1. Discussion Topics:
   a) How can a person be industrious at work?
   b) What is work?
   c) How to be supportive...
2. Interview 10 people and ask these two questions:
   a) Is your work worthwhile?
   b) Do you like your work?

Evaluation Items:

1. Read the following example of a person's personal goal. Select the career you feel would BEST match that person's goal.

Carlos hopes to travel to many different countries around the world.

___a. salesperson
___b. mechanic
_X_c. airline pilot
___d. farmer

2. A person will probably work better when his/her career choice is matched with which ONE of the following?

___a. parents' wishes
_X_b. personal goals
___c. teachers' recommendations
___d. friends' goals

3. Janice, Glenda, and Laurie work together on a television assembly line. Which ONE of the women matched her personal goals with her career choice?

_X_a. Janice has always wanted a job with no worry and regular hours.
___b. Glenda prefers working at her own speed on creative projects and likes to vary her hours.
___c. Laurie had been married two months and wished to quit her job in order to spend more time as a wife and homemaker.

4. David Perez and Jess Robinson are both applying for a job in the accounting department at a large plant. They seem to be equally smart and have had the same amount of training. David's goal in life is to do accounting work, but Jess would have preferred a job in sports if any had been open. It would be more of an advantage to the plant to hire David instead of Jess. What is the BEST reason for hiring David instead of Jess?

_X_a. David would probably be a better employee because he is more interested in work.
___b. David should be better prepared for his job.
___c. Jess does not like accounting work.
___d. Jess might not be satisfied with the amount of money he would make and would quit after a short while.

Objective and Code: VID2.5

Recognize that work gives meaning and direction to an individual's life.

Grade Level: All Levels, Economics, Free Enterprise

Textbook Helps:

Follett:	Grade 4, Unit 2, pp. 75-90, Grade 5, Unit 6, pp. 141-171 end of unit "Think About Careers"
Houghton:	Grade 6, pp. 65, 70, 112, 169, 232, 235, 342-346, 403, 426, 428-431.
Scott Foresman:	Grade 4, pp. 170-171, 288-307, 89-90, Grade 5, Chapter 2.

Instructional Materials

Films

BC 1025 M	Work Means (Why Man Works)
BC 1025 E	I Agree, You're Wrong
AC 1018 O	Why Work
BC 1025 A	Taking Care of Business
CC 536	Free To Choose Series - M. Friedman

Instructional Kits

660551	Success for You
730269	Career Insight and Self-Awareness Game

Activities

1. Interview five of your friends' parents concerning their work.
2. Talk with three relatives about work and its meaning in their life.
3. "Shadow" a working person for a day.

Evaluation Items:

1. Place an X by each factor which influences a person's lifestyle.

X a. the kind of work a person does
X b. the type of neighborhood in which a person lives
X c. whether a person lives in the country or in the city
X d. whether a person is married or unmarried
X e. the kinds of things a person likes to do in his or her leisure time
X f. the kinds of music a person likes
X g. the kinds of social activities a person enjoys

2. Andrew Haynes works day and night in his laboratory. He forgets appointments and lets bills and letters stack yo unopened. Which one of the factors below MOST influences Andrew's lifestyle?

___ a. income
___ b. culture
X c. personal value system
___ d. age

3. A person's outlook on life, including what he wants and things that he or she values, is called his or her

___ a. occupation
___ b. goal in life
X c. lifestyle
___ d. personal choice

Objective and Code: VID3.1

Accept responsibility for his/her actions.

Grade Level: All Levels

Instructional Materials

Films

BC 1025 G	Me, Myself, and Maybe
BC 944 F	Whether to Tell the Truth
BC 2922 X	I Want To
CC 947 A	Caught Shoplifting
CC 3584 O	Rules for Everyone
BC 955 D	Responsibility - What are the Limits

Printed Materials

---------	Citizen Me

Instructional Kits

740133	Am I Worthwhile
740134	How We Become Ourselves
740132	Many Masks We Wear

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, pp. 259, Unit 6, p. 305. Grade 6, p. 280.
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

1. Citizen Me - Harris County Department of Education - Houston, Texas.
2. Barth Activities, No. 1, p. 117.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 33, Lesson 3, p. 257, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. Suppose you lived in a town with many one-way streets. Some people ride bicycles the wrong way on these one-way streets, even though it is against the law. People seldom get hurt. How important is it for you to obey the law about riding on one-way streets?

_X_ a. very important to obey the law
___b. somewhat important to obey the law
___c. not very important to obey the law
___d. not important at all to obey the law
___e. I don't know

2. You want to go to college, but your parents cannot afford to pay your way. Place an X by the following statements that describe a way to solve the problem.

_X_ a. get a job to earn money for college
_X_ b. apply for aid in the form of a scholarship or loan from the college you wish to attend
_X_ c. apply for a loan through your local bank
___d. give up your idea of attending college

3. You take something from a store which has little value. When the store manager confronts you with your theft, you should do the following:

___a. deny any knowledge of it
___b. accuse the store manager of harrassment
___c. admit taking it because of some uncontrolable disease
_X_ d. produce the object and either apologize and give it back or pay the amount for it

Objective and Code: VID3.2

Respect the rights of others relative to religious beliefs and practices.

Grade Level: 5,7,8, World History

Instructional Materials

Films	
CC 4016 A	Witches of Salem: Horror and Hope
BC 3128 G	Bill of Rights in Action: Freedom of Religion
BC 3219 M	Israel
BC 3231 E	India and Pakistan
Filmstrips	
---------	The World's Great Religions Series Social Studies School Service
---------	Religions of India Interculture Associates
---------	Religions of the World Coronet
---------	The Shakers in America Vedo Films
---------	The Morman Experience Multi-Media Production
---------	The Amish Folk Vedo Films
Printed Materials	
---------	Major World Religions Series-Argus
---------	Religions of the World Made Simple Doubleday
Instructional Kits	
630737	American Families
------	Law in a Changing Society

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.
Houghton:	Grade 4, p. 291-295, Grade 5, Unit 1, Lesson 9, p. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299

Activities

1. Visit three churches and discuss the different practices among the groups.
2. View a film on the Amish in Pennsylvania or the Mormans in Utah. Compare and contrast the two groups respect for tolerating religious differences.

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3, p. 257, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. Two groups of people live on an island. They have different religions, eat different foods, and speak different languages. There is fear and hatred between the two groups. What is the BEST solution to this problem?

___a. make one group leave the island
___b. divide the island and make each group live in its own part of the island
___c. fight it out until one of the groups is killed off
_X_d. choose people from both groups to write laws that will protect everyone's rights
___e. let the group that is biggest decide everything for all of them

2. Should a person who believes there is no God be allowed to express his views publicly?

___a. Yes
___b. No

3. Should a person who does not believe in God be allowed to hold a public office?

___a. Yes
___b. No

4. Why did many English people come to America for religious freedom?

___a. because they were dissatisfied with the Church of England
___b. because they were not allowed to join the Church of England
___c. because they wanted to join the Mayflower Compact

5. America: Christianity; Iran: _______________.

6. Freedom: democracy; _______________: socialism.

7. Devine right of kinds: absolute monarchy; president: _______________.

Objective and Code: VID3.3

Be ethical in dealing with others

Grade Level: K-12, Sociology, Political Science

Instructional Materials

Films

BB 905	How Honest Are You
BC 945 J	Our Angry Feelings
AC 935 D	Lunch Money

Printed Materials

------	Citizen Me - Harris County Department of Education - Houston, Texas
740136	Smiles Don't Just Happen
740135	All Kinds of Feelings

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165.
Harcourt:	Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p.259, Unit 6, p. 305. Grade 6, p. 280.
Houghton:	Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Activities

TEXTBOOK HELPS:

Scholastic:	Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8, p. 378, Grade 6, pp. 308-309.
Scott Foresman:	Grade 4, Unit 3, Chapters 9-10, Chapter 15, p. 160-164, Unit 6, Chapter 23, Lesson 3, p. 257, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. Place an X by each situation in which someone is showing thoughtfulness for someone else.

_X_a. Paul noticed that Bill was having trouble using the new machine, so he offered to give him a hand.
___b. After Joe read Fran's first magazine article, he told her he thought she had covered the subject poorly.
_X_c. When Art's father died, Steve sent flowers.
_X_d. Tom stopped whistling while he was working when he was told it was bothering some people.
___e. Norm ignored Ted whenever Ted tried to talk to him.
___f. Everyone kept giving Diane more work to do even through they knew she was overworked already.

2. It was Kit's first day on the job. A report had been left on her desk for her to type. She did not know where anything was, ans she did not know the standard procedure for typing that kind or report. Everyone seemed to be ignoring her. Her lip began to quiver as she sat staring at the report. Then she heard a voice behind her.
"I'm Dottie. May I show you what to do?"
Kit smiled gratefully. "Oh, yes, I was beginning to think no one knew I was here."
Place an X by each statement which describes a benefit Dottie's thoughtfulness toward Kit on her first day.

_X_a. Kit will be able to do her work.
_X_b. Kit will feel that she can ask Dottie questions.
_X_c. Kit will adjust better to the office routine.
___d. Kit will not be given so much work to do.
_X_e. Dottie will help Kit feel more comfortable.

3. Kindness: friends; hatefulness: ______________.

___a. relatives
___b. enemies
___c. teachers

4. Courtesy: politeness; rudeness: ____________.

___a. rules
___b. ill mannered
___c. mean

Objective and Code: VID3.4

Respect the laws of one's society and work responsibly to change laws which one judges to be unjust.

Grade Level: 5, 7, Government, Political Science

Textbook Helps:

American:	Grade 4, pp. 120-121, 190-192, 209, 243, 251.
Follett:	Grade 4, pp. 100-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276. Grade 6, pp. 64-65, 198-203, 316-321, 390-395.

Instructional Materials

Films

AC 1929	I	The Boy Who Didn't Listen
BC 943	B	Politics, Power and Public Good
BC 944	E	Trouble With The Law
BC 956	D	The Boy Who Liked Deer
BC 945	R	Only Fools Break Rules
BC 2223	I	Merry Go Round Horse

Printed Materials

630019	Children and the Law
------	Citizen Me-Grade 3, Lessons 1-7, Grade 4, Lessons 6-7 - Harris County Department of Education - Houston, Texas

Activities

1. Study the process of "A Bill Becomes Law" in the Texas State Legislature.
2. Simulate the procedures necessary to change unjust laws. Example - study laws regarding property rights and ownership since 1776 in the United States.
3. Examine the changes in laws of the most recent legislative session.

Evaluation Items:

1. Can laws be changed?

_X_ a. Yes
___ b. No

2. Should unfair laws be changed?

_X_ a. Yes
___ b. No

3. Generally the law does not allow the police to search somebody's house without written permission from a judge. Why do we have this law?

___ a. to limit searches to police officers
_X_ b. to protect people's rights to privacy
___ c. to give a person time to find a lawyer
___ d. to keep people from getting rid of evidence
___ e. to allow the owner of the house to watch the search

4. Suppose our government officials in Washington passed a law which you believed to be unjust. Would you try to do something to get the law changed?

___ a. No, I would not want to.
___ b. No, because I don't know what I could do.
___ c. Yes, but I don't know what I could to.
_X_ d. Yes, I would try to do something such as

Objective and Code: VID3.5

Define and give examples of crime.

Grade Level: 3,5,7 Government, Political Science

Instructional Materials

Films

CC 1820 B	Crime and the Criminal Justice System
CC 3127 C	In Search of Justice
BC 3128 H	Bill of Rights in Action
CC 3127 D	Justice, Crime and Criminals and the System
CC 3128 I	Justice, Fear, Crime Prevention
videotape	Law in a Changing Society
------	Justice: Due Process and Criminal Procedure
------	Justice: A Fair Jury

Filmstrips

------	Law in a Changing Society
------	Enforcing the Law

Printed Materials

------	Family Code - Chapters 51-56 pages 137-168
------	Law Dictionary
------	Citizen Me - Level 6 Harris County Department of Education Houston, Texas

Instructional Kits

7400	Texas Crimes and Punishments

Additional Materials

Lesson on Crime and Sentencing for Juveniles - Social Education, November/December 1978, p. 634.

Textbook Helps:

American:	Grade 5, Chapter 9, p. 176.
Follett:	Grade 5, p. 349.
Harcourt:	Grade 5, pp. 129-134.
Houghton:	Grade 5, p. 195.
Laidlaw:	Grade 5, p. 247.
Scholastic:	Grade 4, p. 37, Grade 5, Chapter 11, pp. 172, 179, 260-266.
Scott Foresman:	Grade 4, p. 290, Grade 5, pp. 47. 155, 334.

Activities

1. Role play various situations and determine whether a crime or not.
2. Citizen Me - Grade 5, Lessons 3-4, 9-11
   Harris County Department of Education
   Houston, Texas

Evaluation Items:

True or False

T 1. One whose profession is to give legal advice is a lawyer.

T 2. The United States is a government of laws, not a government of men.

F 3. The President is the head of the legislative branch of government.

F 4. A group of citizens which inquires into crimes and makes indictments is called a petit jury.

T 5. Determination of a person's guilt by the due process of law is a trial.

F 6. The President of the United States can make laws.

T 7. A warrant is a legal instrument issued by a judge allowing an officer to make an arrest

T 8. Bail is money given to a court to obtain the release of a person accused of a crime.

Objective and Code: VID3.6

Identify important holidays celebrated in Texas and the U.S.

Grade Level: K-3, 5, 7

Textbook Helps:

American Book:	Grade 5, p. 63.
Follett:	Grade 4, pp. 52,131, 154, 195, 196, 253, 254, 160
Laidlaw:	Grade 4, p. 323 Grade 5, pp. 210, 289, 372.

Instructional Materials

Films	
AC 2370 A	Holidays Your Neighbors Celebrate
BB 2314	Thanksgiving
AC 2402 A	Halloween Safety
630296	Holidays
Filmstrips	
631052	Holiday Fun - Primary
630977	History of Texas
23-89 A	Columbus Day
23-89 C	Independence Day
23-89 D	Lincoln's Birthday
23-89 B	Washington's Birthday

Activities

1. TLW make Lincoln penny and/or Washington quarter stick puppets.
   Materials Needed: Coins, a clothespin or popsicle stick, glue, masking tape, yarn, cotton, construction paper and cloth scraps.
   Procedure: Use coin for the face and glue coin to clothespin or popsicle stick. Then dress puppet to look like the president. Use Use cotton for wig or beard. Use cloth or construction paper to make tall hat and bow tie for Lincoln or a tricornered hat for Washington. Discuss life and contributions of each president as puppets are made. Allow student to find interesting tales about theie puppet president, and have them share with class during February. Evaluation: Participation.
2. TLW make a collage of Mom Memoribilia.
   Materials Needed: Heavy cardboard, old magazines, newspapers, photographs, glue, scissors-
   Procedure: Make frame. Collect items that remind you of Mom and words and pictures from magazines and newspapers. Arrange in frame on heavy backing. Glue in place and coat with clear varnish or acrylic. Discuss origin of Mother's Day. Ask for reasons it should be continued. One could be make for Dad for Father's Day. Evaluation: participation.

Evaluation Items:

Match the holidays with the dates:

A. New Year's Day
B. Texas Independence Day
C. San Jacinto Day
D. Memorial Day
E. Juneteenth
F. Independence Day
G. Labor Day
H. Columbus Day
I. Thanksgiving Day

I 4th Thursday in November
A January 1
H 2nd Monday in October
B March 2
G 1st Monday in September
C April 21
F July 4
D 4th Monday in May
E June 19

1. Christmas is to Easter as ____________ is to Labor Day.

___ a. Valentine
X b. Fourth of July
___ c. Halloween

2. The 4th of July is to Yorktown as the Alamo is to ____________.

___ a. San Jacinto Day
___ b. Goliad
X c. Texas Independence

F 3. Labor Day is a day for working.

T 4. Veterans Day honors men who have served in military service.

F 5. Texas Independence was won from France.

F 6. Memorial Day honors only famous persons.

T 7. The first and sixteenth presidents were born in February.

8. Our country declared its independence as a united people on

___ a. July 4, 1676
___ b. July 4, 1767
X c. July 4, 1776

Objective and Code: VID3.7

Identify special holidays in Texas and the U.S. and explain their connection with cultural, racial and ethnic groups.

Grade Level: 4, 5, 7

Textbook Helps:

American:	Grade 5, p. 63.
Follett:	Grade 4, pp. 52, 131, 154, 195, 196, 253, 254, 260.
Laidlaw:	Grade 4, p. 323

Instructional Materials

Films

AC 2370 A	Holidays Your Neighbors Celebrate
BB 2314	Thanksgiving
CC 3334 0	Battle of San Jacinto

Filmstrips

630296	Holidays
631052	Holiday Fun Primary
630665	Holiday American Style
23-89 A	Columbus Day
23-162A	Holidays and Special Days
23-89 C	Independence Day
-------	Christmas Around the World

Instructional Kits

630473	Holiday Songs-Flannel Board (primary

Activities

1. Ask the school cafeteria to serve foods that represent special holidays (e.g. Mexican food on Cinco de Mayo).
2. Invite resource people to discuss special holidays.
3. Hold special dress up days at school to commemorate certain holidays.
4. Complete the following chart:

Holiday	Date	Celebrated by which group	Contributions of group to culture

Evaluation Items:

1. Match the holidays with the group. Use the holidays more than once.

F New Year's Day
F Washington's Birthday
F Lincoln's Birthday
G Texas Independence Day
G San Jacinto Day
C Cince de Mayo
F Memorial Day
B June 19th
F Independence Day
B Martin Luther King's Birthday
F Labor Day
F Columbus Day
A Thanksgiving Day
E Hanukkah
D Christman
D Easter

A. Anglo-Saxon
B. Black
C. Mexican American
D. Christian
E. Jewish
F. More than one of the above
G. Texans

True or False

T 2. The Emancipation Proclamation freed the slaves on January 1, 1863.

F 3. July 4 should never be celebrated by any ethnic groups.

T 4. The Pilgrams celebrated the first Thanksgiving after many hardships.

T 5. One of our most important holidays is July 4th.

T 6. Christmas is celebrated by Christians all over the world.

F 7. Thanksgiving was celebrated by the Indians only.

Objective and Code: VID3.8

Give examples of international conflicts in which the U.S. has been involved.

Grade Level: American History, World History Political Science

Textbook Helps:

American:	Grade 5, pp. 167,189, 300-301, 317-320, 322, 323, Grade 6, Unit 1, pp. 262, 336-338, 333-334, 343, 344.
Follett:	Grade 5, pp. 200-201, 340-341, 345-346, Grade 6, Unit 1, p. 22, Unit 2, p. 44, pp. 243-244, 258-260, 263, 266-269, 281, 301-309, 335, 356.

Instructional Materials

Films

AC 3329 L	American Revolution: War Years
CC 3329 B	Shot Heard Round the World
BC 3329 M	American Revolution: The Postwar Period
BC 3345	The War of 1812
BC 3362 G	Art of Diplomacy - World War I and World War II
BC 3131 A	Ordeal of a President
AC 3329 I	Boston Tea Party
BB 3441A-C	World War I
---------	Ten Seconds that Shock the World
BB 3309A-C	World War II World At War (television series)
BC 3200 O	Vietnam Epilogue
CC 3315 B	Celebrating a Century

Filmstrips

------	Encyclopedia Britannica: The American Revolution Series

Printed Materials

------	LIFE Series on World War II
------	Teaching About Ethnic Conflict Center for Teaching International Relations, University of Denver Denver, Colorado 80208

Activities

1. On a world map, color in blue the countries in which the U.S. participated in an international conflict (example-Vietnam) and in red those countries to which the U.S. gave only monetary support (example-Israel).
2. In a short essay, tell how the World Wars differed in philosophies and outcomes from the Korean conflict and the Vietnam War.
3. Write a short report on each of the following wars:

   a. American Revolution
   b. War or 1812
   c. Spanish - American War
   d. World War I
   e. World War II

TEXTBOOK HELPS:

Harcourt:	Grade 6, Unit 2, Unit 3.
Houghton:	Grade 6, Unit 3, pp. 102-129
Laidlaw:	Grade 4, p. 176, Grade 5, pp. 263-265, 370-418, 435-436, 447, 454, Grade 6, Unit 8, Chapters 20-22, pp. 285-288, 346-403.
Scholastic:	Grade 4, pp. 89, 106, 136, 152, 264, Grade 5, pp. 220-223, 330, 340-389, 394-396. Grade 6, pp. 294-393, 396.

Evaluation Items:

1. List the names and beginning and ending dates of at least five (5) wars which the U.S. has fought with other nations.

A.	American Revolution	1775-1783
B.	War of 1812	1812-1815
C.	Spanish-American War	1898
D.	World War I	1917-1919
E.	World War II	1941-1945

2. Explain how an international conflict can occur and not be a war.

3. Which of the following were conflicts and not declared wars?

___a. Korea
___b. Vietnam
___c. Cuban Crisis

Objective and Code: VID3.8 Give examples of international conflicts in which the U.S. has been involved.

Instructional Materials

Additional Materials

Units on World War I, World War II, Civil War, and Cold War. Write: Education Division
National Archives
Washington, D.C. 20408

Indochina Curriculum Guides - 11 Garden Street
Cambridge, Maine 02138

Activities

TEXTBOOK HELPS:

Scott Foresman: Grade 4, Unit 5, Chapter 20, p. 214, Grade 6, Chapter 1, p. 10, Chapter 10, p. 113.

Objective and Code: VID3.9

Recognize conflict as a part of history and explain various means in which conflicts have been resolved.

Grade Level: World History, American History

Instructional Materials

Films

BC 3362 G	Art of Diplomacy-World War I and World War II
BC 3284 J	Southeast Asia-Vietnam, Cambodia
BC 3280 W	Pressure Points
AC 953 F	Aggression-Assertions
BC 3201 R	Ethopian Powder Keg
BC 3334 C	Texas Revolution: Exploration and Colonization
CC 3329	Cry Riot
BC 3334 D	Texas Revolution: Insurrection and Revolt
AC 3329 J	Shot Heard Round the World
BC 3334 E	Texas Revolution: War and Freedom

Filmstrips

740142	Civil Disobedience
740081	Constitutional Crisis and Confrontation

Printed Materials

------	Teaching About Conflict: Northern Ireland Center for Teaching International Relations - University of Denver Denver, Colorado 80208

Additional Materials

Lesson on Conflict and Power - Women and Power in India - Social Education, October 1978, pp. 496-497.

Textbook Helps:

American:	Grade 5, Chapter 6, p. 156, Chapter 9, p. 222, Chapter 12, p. 299, Chapter 13, p. 315
Follett:	Grade 5, Unit 2, p. 41, Unit 7, p. 173, Unit 10, p. 263.
Harcourt:	Grade 4, Unit 5, Chapter 4, p. 251, Grade 5, Unit 2, p. 96 Unit 3, p. 151, Grade 6, pp. 123, 259-262, 279, 285-299, 358-359, 363-364.

Activities

1. Barth Activities:
   No. 8 p. 140
   9 p. 140
   20 p. 148
   22 p. 149

TEXTBOOK HELPS:

Houghton:	Grade 4, Unit 5, p. 307-309, Grade 5, Unit 3, Chapter 2, p. 161, Unit 4, Chapters 11-12, p. 287-303.
Laidlaw:	Grade 4, Chapter 19, p. 307-312, Grade 5, Chapters 11-12, p. 196, Chapters 17-18, p. 310
Scholastic:	Grade 5, Chapter 10 p. 152, Chapter 17, p. 258, Chapter 24 p. 364.
Scott Foresman:	Grade 5, Chapters 9-11, pp. 116-147, Chapters 26-28, pp. 303-325.

Evaluation Items:

1. What is conflict?

2. List five (5) reasons the U.S. wanted independence from England.

3. List three (3) reasons for the causes of the Civil War?

4. Why did Texas fight for its independence?

5. What is racism?

6. Define the following terms:

   a. collective bargaining
   b. negotiation
   c. compromise
   d. arbitration

7. Which one of the following is a reason the American colonies rebelled against Great Britain?

___ a. to abolish slavery
___ b. to obtain more religious freedom
___ c. to obtain the rights to vote for all adults
_X_ d. to obtain more control over what they might produce or with whom they might trade

8. The term "Cold War" has been most commonly used to describe which one of the following?

___ a. Communist China's invasion and conquest of Tibet
___ b. Hitler's invasion of Russia in the winter of 1941-1942
_X_ c. Relations between the Soviet Union and the United States after 1945
___ d. The conflict between the United States and Communist China in Korea

Objective and Code: VID3.10

Explain the different political systems that exist.

Grade Level: 5,8, Government, World History, Political Science

Textbook Helps:

American:	Grade 6, Unit 5, pp. 244-314.
Harcourt:	Grade 6, Unit 5, p. 253-316.
Laidlaw:	Grade 6, Unit 9, p. 406.
Scholastic:	Grade 6, Chapter 16, pp. 278-298.
Scott Foresman:	Grade 6, Unit 5, Lesson 2, pp. 236-238.

Instructional Materials

Films

BC 3134 B	Choosing Candidates
AC 3112	Political Parties
BC 943 B	Politics, Power, and the Public Good
BC 3112 B	Politics and Youth
BC 3112 C	Politics and the Grass Roots

Printed Materials

------	World Politics
------	Political Anthropology
------	Comparing Political Systems

Additional Materials

Teaching About the USSR - Social Education, April 1981, (entire issue)

Activities

1. Compare and show the differences between Executive Government in England, France, and the United States.
2. Explain why the U.S. is concerned with process in our system and the Communists are concerned with results.
3. What role does geography play in political system development?
4. How does economic planning differ in capitalist nations and socialist nations?
5. How does the U.S. and Communists countries differ on human rights?

Evaluation Items:

1. Which of the following statements about multinational corporations is true?

___a. Multinational corporations use people, money, and technology from around the world.
___b. Multinational corporations may manufacture different parts of a product in different countries.
___c. Multinational corporations may manufacture goods in one country and sell them in another.
_X_d. All of the above.

2. The dramatic growth of multinational corporations occurred

___a. before World War I
___b. between World War I and World War II
_X_c. after World War II
___d. none of the above

3. In a multinational corporation integration means that

___a. the corporation sells products in many nations.
___b. corporation headquarters are located outside the United States
_X_c. the corporation controls the entire production and assembly of the final product
___d. all of the above

Objective and Code: VID3.11

Give examples of the interrelated causes of the rise and decline of the early societies.

Grade Level: 6, World History, American History

Instructional Materials

Films

CC 3201 L	The Ancient Africans
AC 3222 G	Ancient Egypt
BC 3222 C	Egypt: Cradle of Civilization
AC 3310 E	Ancient Rome
BC 3276 E	Soviet Union Past and Present
BC 3232 G	Maya of Ancient and Modern Yucatan
CC 3222 J	Egypt: Gift of the Nile

Filmstrips

32-129 C	Glory That Was Greece
32-149 E	Golden Age of Italy
32-139 B	Historic London
32-104 G	Heritage of the Maya

Additional Materials

Teaching About Rome and Italy - Social Education, November/December 1979, pp. 528-563.

Textbook Helps:

American:	Grade 5, Unit 3, Chapter 3, Chapter 10, p. 244, Chapter 11, p. 268, Chapter 14, p. 332.
Follett:	Grade 6, Chapter 17.
Harcourt:	Grade 5, Unit 2, Chapters 3-5, Unit 4, pp. 183-254, Grade 6, pp. 84-85, 100, 147, 170.

Activities

1. Compare the Roman and Greek societies to those of the Aztec and Mayan cultures.
2. Trace the economic cycle of the Roman empire with that of the U.S.

TEXTBOOK HELPS:

Houghton:	Grade 5, Unit 3, pp. 155-215 Unit 5, pp. 313-377.
Laidlaw:	Grade 5, Chapter 11, pp. 196-213, Chapter 17, pp. 310-325 Chapter 20, pp. 362-381, Chapter 24, pp. 440-445.
Scholastic:	Grade 5, Chapter 10, p. 152, Unit 5, p. 232-282, Unit 8, pp. 278-401.
Scott Foresman:	Grade 5, Chapter 11, pp. 136-147, Chapter 14, pp. 172-180 Chapter 15, pp. 186-202, Chapter 16, pp. 208-216, Chapter 21, pp. 257-265, Chapter 26, pp. 303-307, Chapter 32, pp. 351-358.

Evaluation Items:

1. Which of the below civilizations developed along rivers?

___a. Egypt
___b. Mesopotamia
___c. China
___d. All of the above

2. What are some similarities in the fall of

Rome
Greece
Egypt

3. Like other cultures, the Sumerians and the Egyptians built their civilizations where there was

_X_ a. water and fertil soil
___b. trees
___c. mountains

4. The Indus Valley Civilization probably declined because of

___a. a lack of natural resources
___b. idol worship
_X_ c. war

True or False
_T_ 5. Agriculture played an important part in the development of civilization.

_T_ 6. The development of writing ranks as one of the two most important steps in the growth of human culture.

Objective and Code: VID3.12

Identify major world cultures and explain similarities and differences among these cultures.

Grade Level: 6, World History, Sociology

Instructional Materials

Films

CC 3289 E	France - Nation of Beauty
CC 3206 K	Germany: Nation of History
CC 3231 L	India: Nation of Mystery
BC 3284 J	Southeast Asia: Vietman, Cambodia
BC 3278 C	Saudia Arabia
BC 3280 X	Iran
---------	Hawaii Revisited
BC 3219 M	Israel
---------	Spain: Land and Legend

Filmstrips

------	Comparative Cultures and Geography Learning Corporation of America

Instructional Kits

------	The Color of Man ($78.00) Multimedia Random House

Additional Materials

Teaching About Rome and Italy - Social Education, November/December 1979, pp. 528-563.

Lesson on West African Cultural Groups - Social Education November/December 1979, pp. 577-579.

Teaching About the Middle East - Social Education, October 1978, pp. 444-474.

Textbook Helps:

American:	Grade 5, pp. 61-69, Grade 6, pp. 2-394.
Follett:	Grade 6, pp. 62-81, 86-89.
Harcourt:	Grade 5, Unit 1, p.1, Grade 6, pp. 11-29.
Houghton:	Grade 4, Unit 3, p. 136-187, Grade 6, pp. 157-361.
Laidlaw:	Grade 6, pp. 54-208, 252,259, 305-308, 477-478.

Activities

1. On a map, identify the location of major cultures of the world.
2. Prepare a comparative chart. Use such topics as: Religious beliefs; Family life; Customs; Dress; Education; Foods; Occupations; and Political beliefs.
3. Study Photos-note similarities and differences.
4. Hold a Cultural Awareness Day or Week. Display dress, foods, games, customs, music, art, literature, etc.
5. Give oral reports on different cultures or aspects of different cultures.
6. Prepare bulletin displays.
7. Conduct interviews with people of different cultures.
8. Barth Activities:
   - No. 5 p. 180
   - 1 p. 238
   - 3 p. 239

TEXTBOOK HELPS:

Scholastic Books:	Grade 5, pp. 315-325, 250-251. Grade 6, Unit 2, pp. 70-296.
Scott Foresman:	Grade 6, Unit 1, pp. 2-62, Unit 7, pp. 338-399.

Evaluation Items:

1. In a society with a caste system, which one of the following determines an individual's social level?

___a. the individual's age
___b. the individual's education
___c. the individual's family
___d. the individual's income

2. The basic social institution in the Asian culture is the

___a. church
___b. family
___c. school

3. Which is not a world religion?

___a. Christianity
___b. Islam
___c. Judaism
___d. Hinduism
___e. Brahmanism

4. Asian, African, and Latin American countries are commonly called

___a. third world cultures
___b. super powers
___c. western cultures

Objective and Code: VID3.13

Give reasons why population is concentrated in certain areas of the world.

Grade Level: 4,6, Sociology, World History

Textbook Helps:

Houghton:	Grade 6, pp. 13-47.
Laidlaw:	Grade 6, pp. 419-420.
Scholastic:	Grade 5, pp. 21,31,44,169. Grade 6, Unit 1.

Instructional Materials

Films

BC 3280 D	Nile Valley and Its People
CC 3298 F	Japan: Miracle of Asia
BC 3212 H	China: The Awakening Giant
CC 3367 A	Israel: Land and Promise
BC 3218 I	Central Farming Region: Food for the Nation
CC 3276 H	Soviet Union: Faces of Today
BC 3243 A	European Cultural Region: People at Work

Printed Materials

------ The Free Enterprise System Texas Bureau of Economic Understanding

------ Population Studies - Institute for International Understanding University of Denver - Denver, Colorado

------ Teaching About Population Issues Center for Teaching International Relations - University of Denver Denver, Colorado

------ Thinking Globally, Acting Locally About Food, Population, and Energy Aurora Public schools - 1085 Perora Street - Aurora, Colorado

Instructional Kits

730625 Economics and the Global Society

Activities

1. Barth Activities
   No. 1, p. 256
2. Using a physical map and a population map list most populated areas and vegetation found in the area.

Additional Materials

Case Study on Population in Hawaii - Social Education, February 1981, pp. 110-124.

Elementary/Jr. High Lesson on African Societies - Social Education, October 1980, pp. 516-518.

Evaluation Items:

1. Which of the following factors have caused population to be concentrated in certain areas?

___a. fertile land
___b. rivers
___c. natural resources
___d. climate
_X_e. all of the above

2. Food is to life as ________________ are to population concentrations.

___a. cities
_X_b. resources
___c. people
___d. schools

Objective and Code: VID3.14

Identify and describe the major cultural regions of the world.

Grade Level: 4,6, World History, World Geography

Textbook Helps:

American:	Grade 4.
Follett:	Grade 4.
Harcourt:	Grade 4.
Houghton:	Grade 4.
Laidlaw:	Grade 4.
Scholastic:	Grade 4.
Scott Foresman:	Grade 4.

Instructional Materials

Films

AC 6200 B	Minority Youth: Adam
BC 6200 A	Minority Youth: Akira
BC 3356 I	Indian Culture
BC 3203 I	Eskimos - Changing Culture
BC 3201 C	African Osyssey
BC 3260	Mexico in the 70's
BC 3231 H	India and Her Food Problems

Filmstrips

MM 7201 C	Culture and Personality

Printed Materials

MML 300	Picture Mapbooks
-------	Teaching About Cultural.Awareness - CTIR
-------	Images of China - CTIR
-------	Teaching About Conflict: Northern Ireland - CTIR
-------	Mid-Atlantic Directory To Resources for Asian Studies - EAS

Instructional Kits

630743	Indian Tribes
------	World Maps - Scholastic Social Studies Skills

Activities

1. Display models or dioramas to determine what culture is being studied.
2. Use a chart to compare cultures.

Evaluation Items:

1. Define the concept of a region.

2. List characteristics of a region.

3. What particular historical, cultural, and natural features does each region have in common?

4. What is culture?

5. One's culture is determined by

___a. land
___b. climate
___c. religion
___d. resources
___e. all of the above

6. List three (3) differences in your culture as compared to that in Mexico.

Objective and Code: VID3.15

Describe the forces that promote interdependence within a geographic region and among regions.

Grade Level: 3,4,6, World Geography, American History

Textbook Helps:

American:	Grade 4, p. 4--49, 55, Grade 5, Chapter 7, pp. 180-189, Chapter 10, pp. 244-263.
Follett:	Grade 4, p. 302, 308, Grade 5, Units 4-9, 11-12.
Harcourt:	Grade 4, Unit 2, Chapters 3-8, Grade 5, Unit 2, pp. 74-86, 110-122.
Houghton:	Grade 5, p. 125-153, 314-330.

Instructional Materials

Printed Materials

------ Oil Producers and Consumers: Conflict or Cooperation? - American University Field Staff

------ Business Week "To A Global Car" November 20, 1978

------ The Geopolitics of Energy - M.A. Conant and Fern R. Gold - Westview Press

------ World Maps - Scholastic Social Studies Skills Book

Instructional Kits

------ Our Environment: Problem or Promise - SSEC Data Book

------ Topical World Geography - SSSS

Additional Materials

Discussion on Food As An Issue - Social Education, October 1978, pp. 519-526.

Activities

1. Simulation - COPE (Futuristic) for High School Students - SSSS ($16.00)

TEXTBOOK HELPS:

Laidlaw:	Grade 4, Chapter 5, pp. 72-74. Grade 5, Unit 4, pp. 150-193, Chapter 14, p. 266, Chapter 15, p. 279, Chapter 16, p. 289 Chapter 17, p. 312.
Scholastic:	Grade 4, Chapter 4, p. 72, Chapter 10, p. 219, Grade 5, Unit 4, pp. 188-230.
Scott Foresman:	Grade 4, pp. 265, 337, 340. Grade 5, Chapter 8, pp. 98-114, Chapter 15, pp. 186-207, Chapter 23, pp. 279-281.

Evaluation Items:

1. How has OPEC affected the American economy?
2. What role does comparative advantage play in interdependence?
3. Describe industrialism?
4. What role has specialization played in promoting interdependence?
5. Define what is meant by "interaction". Give two examples.
6. List and describe the conditions that must exist if interaction is to occur between places.
7. What does interdependent mean?
8. What system did the regions use for producing and distributing goods and services?
9. Why does specialization make a people interdependent?
10. How does trade increase interdependence?
11. How are family members and friends interdependent?
12. How is interdependence a part of friendship?

Objective and Code: VID3.16

Explain that change varies among culture and depends on geographic, economic, political, and cultural conditions.

Grade Level: 3,6, World History, World Geography, American History

Textbook Helps:

American:	Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 42, 61-69, 104, 168, 172, 175, 217, 231 237, 268-287, 309-314, 328-329, Grade 6, pp. 2-394.
Bowmar-Nobel:	Grade 5, Unit 2.
Follett:	Grade 5, pp. 41, 79, 83, 103 109, 166, 215, 245, 269, 270 279, 317, 318, 320, 331, 338 339, Grade 6, Part 2, Units 4-5, Part 3, Unit 6, pp. 62-81, 86-89.

Instructional Materials

Films

BC 3272 E	Two Grasslands: Texas and Iran
AC 3323 F	Story of Prehistoric Man
BC 3104 B	Trends
BC 3124 A	House Divided: Changes and Reforms
BC 3280 V	Middle East: Journey to the Future
BC 3278 C	Saudia Arabia
BC 3280 X	Iran
BC 3219 M	Israel
CC 3212 S	China: An End to Isolation
CC 3202 T	South Pacific: East of Eden
BC 3216 C	South America: Land of Many Faces
BC 3216 D	South America: Widening Gap
BC 3209 F	Canada: Our Northern Neighbor
BC 3210 A	Costa Rica-My Country
CC 3222 I	Egypt: Gift of the Nile
BC 3201 R	Ethopian Powder Keg

Filmstrips

630873	Quest for Equality

Printed Materials

------	Investigating the Environment - "Folktales," "Folkart," "Folksong," and "Folk music" - Harris County Department of Education - Houston, Texas.
------	Teaching About Cultural Awareness, G.R. Smith and G.G. Otero Center for Teaching International Relations, University of Denver Denver, Colorado 80208

Activities

TEXTBOOK HELPS:

Ginn:	Grade 5, Unit 1, pp. 8-31.
Harcourt:	Grade 4, Unit 4, p. 177, Grade 5, Unit 4, Chapters 2-5, pp. 102, 104, 110, 115-116, 148, 152, 155-156, 160, 192, 195, 198-205, 140, 243, 255, Unit 6, p. 306. Grade 6, Units 1, 3, 5, pp. 11-29, Unit 4, pp. 183-253.
Houghton:	Grade 4, Unit 3, pp. 136-200 Unit 4, pp. 203-265. Grade 5 pp. 59-63, 106-151, 173, 200 202, 211, 227, 240-247, 260, 263, 290, 298, 222, 429, 432 434-435. Grade 6, Unit 2, pp 157-361.
Laidlaw:	Grade 5, Units 6-7, Chapters 5-7, pp. 94-145, 197-198, 206, 242, 254-318, 328, 331, 372, 374, 376, 421-426, 436, 452-452. Grade 6, pp. 54-208 252, 259, 305-308, 477, 478.
Scholastic:	Grade 5, pp. 52-80, 90-101, 102-115, 131, 139, 147, 173, 209, 213, 221-223, 226, 250-251, 253, 261-284, 291, 308, 314-327, 330, 334-335, 352-354, 358, 372, 386-389, 393, 398. Grade 6, Unit 2, pp.

Evaluation Items:

1. Which of the following is not a method of chanding a political system.

___ a. revolutions
___ b. elections
X c. asking permission

2. Which element will cause a nation to move toward industrialization.

___ a. wealth of natural resources
___ b. increased technology
___ c. adequate labor forces
X d. all the above

3. A geographic region in which people share many cultural traits and patterns is called

X a. culture area
___ b. culture shock
___ c. culture traits

True or False

T 4. The basic resources used in production are the human beings who contribute their labor and resources provided by nature.

T 5. The Soviet Union's ability to expand its food production is limited by the natural environment.

6. Use the words CULTURE and CIVILIZATION to complete these sentences.

Every society has a culture. When people of a society can do more than feed themselves - when they produce a wide variety of goods, trade, express themselves in the arts - they have built a civilization. All civilizations are also cultures, but not all cultures are civilizations.

Objective and Code: VID3.16 Explain that change varies among culture and depends on geographic, economic, political, and cultural conditions.

Instructional Materials

Activities

TEXTBOOK HELPS:

Scholastic:	17, 70-297.
Scott Foresman:	Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, pp. 15-22, 72, 83, 98, 133, 139, 140, 152, 172-184, 198, 211, 266, 268-271, 294, 304, 317, 335, 342, 344. Grade 6, Unit 1, pp. 2-62, Unit 7, pp. 325-331, 338-399.

Objective and Code: VID3.17

Give examples of how cultures provide for the basic needs of the members of the culture.

Grade Level: 2-3, 6, Sociology, World History

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1, 3, 5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.

Instructional Materials

Films

BC 3243 A	European Culture Region
BC 6204	Mexican/American Family
BC 3356 I	Indian Culture
BC 3232 X	U.S. is People
BC 3231 G	India - Nation on the Move
---------	Look of America 1750-1800
BC 3356 N	American Indians of Today

Filmstrips

MM 7110 C	One World-Many Cultures Social Studies School Service
ED 3404 C	Family-A Cross Cultural Stude
FH 105-10	How To Study Cultures Social Studies School Service

Printed Materials

------	This is Man
------	The Ways of Man

Instructional Kits

------	Culture Contact - SSEC Data Book 2
------	BAFA BAFA: A Cross Culture Simulation
------	RAFA RAFA: Less Complex Version of BAFA BAFA

Activities

1. Resources and Culture - Harris County Department of Education - Houston, Texas
2. Teaching About Cultural Awareness - Center for Teaching International Relations-Denver, Colorado.

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

Evaluation Items:

1. Parents teach their children a great amount of culture in all these ways except:

___a. showing when and how to express emotions
___b. showing how to behave with other people
_X_c. showing how to care for pets
___d. showing the way things should be done

2. When culture norms are so important that the government enforces them, they are made into

___a. folkways
_X_b. laws
___c. budgets
___d. legends

3. How does culture help make people's lives easier?

4. India's culture is based mainly on the beliefs of

_X_a. Hinduism
___b. the British Parliament
___c. the United States
___d. the President of India

Objective and Code: VID3.18

Understand that all cultural systems consist of a series of ideas and patterns of behavior.

Grade Level:

4,6, Geography.
World History
Sociology

Textbook Helps:

American:	Grade 6, Unit 1, Chapter 1.
Follett:	Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
Harcourt:	Grade 6, Units 1,3,5.
Houghton:	Grade 6, Unit 2.
Laidlaw:	Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic:	Grade 6, Unit 3.

Instructional Materials

Films	
BC 3356 N	American Indians of Today
BC 3231 G	India - Nation on the Move
BC 3232 X	U. S. is People
BC 3356 I	Indian Culture
BC 6204	Mexican/American Family
BC 3243 A	European Culture Region
---------	Look of America 1750-1800
Filmstrips	
630871	Children Around the World
630680	Patterns of Behavior
Printed Materials	
K-254	Cultural Attitude Scales Learning Concepts
Instructional Kits	
630881	Indians of America Visual Transparancies

Activities

1. Teaching About Cultural Awareness - Center for Teaching International Relations - Denver, Colorado.
2. UNICEF materials.

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Unit 2, Chapters 8-9.

Evaluation Items:

True or False

F 1. Some cultures are definitely better than other cultures.

F 2. Sociologists use the term "culture" only to refer to the art and music of any group of people.

T 3. Every person's culture affects him/her in many areas of life.

F 4. Culture is developed by one person.

T 5. Cultures are in a constant state of change.

F 6. Cultural change usually occur through the efforts of a single person.

T 7. Subcultures accept only a portion of society's values and norms.

T 8. Subcultures provide a sense of identity and belonging for different groups of people.

F 9. Different subcultures can have opposite norms and values.

1193

Objective and Code: VID3.19

Describe the structure of government at the local, state, and federal levels.

Grade Level: 5,7, Government, Political Science, American History

Textbook Helps:

American:	Grade 4, Chapter 6, p. 165, Grade 5, Chapter 11, pp. 282-285.
Follett:	Grade 4, Unit 7, pp. 278-309.
Harcourt:	Grade 4, Unit 5, Chapter 1, p. 231, Grade 6, pp. 276-279.
Houghton:	Grade 5, Unit 1, Lesson 9, p. 64, Unit 3, Lesson 6, p. 196.

Instructional Materials

Films	
BC 3334 K	Struggle for Interdependence
CC 3120 C	Inside the Government
CC 3120 D	Inside the Government
CC 3130 A	President of the U.S.: To Much Power
BC 3108	Democracy: Your Voice Can Be Heard
Filmstrips	
------	Slide Program on Texas Legislature
631090	The Congressman at Work
631103	Our American Constitution Series
630652	Your Texas Heritage
631086	Government in Action Series
631207	Our Government and How It Works
33-23 H	From Independence to Statehood
31-7 B	Fight Against Crime
31-11	State Government
Printed Materials	
------	American Enterprise Series Government Publishing Company
Instructional Kits	
------	Insights about America
------	The Texas Legislature

Activities

1. Invite a resource person from the local, state, or federal level to speak to the class.
2. Provide a handout of major local, state, and federal government personnel.

TEXTBOOK HELPS:

Laidlaw:	Grade 5, pp. 244-248, Grade 6, p. 212.
Scholastic:	Grade 4, pp. 37-39, 41, Grade 6, Unit 5, Chapter 18, p. 312.
Scott Foresman:	Grade 4, Unit 6, Chapter 23, p. 252, Chapter 24, p. 261, Grade 5, Chapter 22, Lesson 2, p. 272, p. 96, Chapter 12, Lesson 2, p. 152.

Evaluation Items:

True or False

T 1. A citizen should exercise his rights in local, state, and national levels.

T 2. The state government is headed a governor and is composed of a legislature which has a Senate and a House of Representatives.

F 3. On the national level the leader of our government is a king.

T 4. Our national government is one of checks and balances with an executive, judicial, and legislative branches.

5. Both the national government and the state government have established court systems. This is an example of

X a. a concurrent power
___ b. a denied power
___ c. a reserved power
___ d. a delegated power

6. Services provided by local governments include

___ a. education
___ b. public transportation
___ c. recreation
X d. all of the above

7. The council/manager form of government is most likely to be found in

X a. middle sized city
___ b. a county
___ c. a large city
___ d. a village

8. Those powers belonging to the states in the federal system are known as

___ a. delegated
X b. reserved
___ c. concurrent
___ d. denied

MASTERY TEST
Grade Level Five
Test No. 1

Directions: Circle the item of your choice for each question.

1. Which of the following physical forces influences the shaping of the surface of the earth?

   A. tides
   B. glaciers
   C. volcanoes
   D. all of the above

2. Which of the following rights do you have as a citizen of the United States?

   A. the right to assemble peacefully
   B. the right to free speech
   C. the right to practice one's own religion
   D. all of the above

3. Services provided by local governments include

   A. education
   B. public transportation
   C. recreation
   D. all of the above

4. Which document was written by Thomas Jefferson?

   A. Declaration of Independence
   B. Constitution
   C. Bill of Rights
   D. Articles of Confederation

5. Jessica Alden buys her clothes in Paris. She vacations on the Riviera and in Acapulco. She uses her private plane to visit her friends all around the world. Which ONE of the factors below MOST influences Jessica's lifestyle?

   A. money
   B. culture
   C. education
   D. career

6. Paul Robinson and his family live on their farm. Like other families in their community, religion is very important to their lives. Women do not wear make-up; no one in the community smokes. Families in the community are very close and help each other. Which ONE of the factors below MOST influences Paul's lifestyle or way of life?

   A. income
   B. culture
   C. formal education
   D. career

7. A team of people was chosen to discuss school bus routes and solve problems with time schedules. The team had a hard time arranging a plan of action. Everyone talked at once, argued, and did not listen to the chairperson. At the end of the project the committee still had not agreed upon a clear-cut set of possible solutions to the problem. Circle the letter of the statement which shows to what degree this group of people worked with each other as a team.

   A. They had a good system for working as a team.
   B. They had a good team, but some people spoiled it.
   C. They were not able to work together as a team.
   D. They would have been good as a team had they had more time to work.

8. Two groups of people live on an island. They have different religions, eat different foods, and speak different languages. There is fear and hatred between the two groups. What is the BEST solution to this problem?

   A. Make one group leave the island.
   B. Divide the island and make each group live in its own part of the island.
   C. Fight it out until one of the groups is killed off.
   D. Choose people from both groups to write laws that will protect everyone's rights.
   E. Let the group that is biggest decide everything for all of them.

9. Which ONE of the following DOES NOT represent a positive attitude toward your country?

   A. knowing the laws that apply to you
   B. voting in elections
   C. taking the law into your own hands
   D. making a citizen's arrest

10. The teacher has assigned you and other class members to groups to work on a play. Which statement below describes how you should act if you are to work well with your group?

A. I would work by myself.
B. I would work with my group doing things I like to do.
C. I would work better with my group if I could choose to be either a leader or a follower.
D. I would work with my group whether I was the leader or follower.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

True False 1. The President of the United States can make laws.

True False 2. Insulating the house causes the family's energy bills to decrease.

True False 3. Laws cannot be changed?

True False 4. Unfair laws should be changed?

True False 5. The president is the head of the legislative branch of government.

MATCHING

Match the holidays with the dates by drawing a line to the correct date.

A. New Year's Day	4th Thursday in November
B. Texas Independence Day	January 1
C. Juneteenth	2nd Monday in October
D. Independence Day	March 2
E. Labor Day	1st Monday in September
F. Columbus Day	July 4
G. Thanksgiving Day	June 19

EVALUATIONS

1. When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

   A. Would he have been able to fire a gun? Yes No

   B. Would he have been able to listen to a radio? Yes No

   C. Would he have been able to read a printed book? Yes No

2. Which one of the following is NOT a constitutional right of American citizens?

   A. The right to freedom of speech
   B. The right to practice the religion of one's choice
   C. The right to determine who can purchase and live in the house next door
   D. The right to a fair trial when accused of a crime

3. Circle all the letters which influence a person's livestyle.

   a. the kind of work a person does
   b. the type of neighborhood in which a person lives
   c. whether a person lives in the country of the city
   d. whether a person is married or unmarried
   e. the kinds of things a person likes to do in his or her leisure time
   f. the kinds of music a person likes
   g. the kinds of social activities a person enjoys

ANALOGY

Circle the letter which best fits the blank space in the question.

1. The ____________ is to mountain travelers in Peru as a car is to Americans traveling between two towns.

   A. camel
   B. ox
   C. llama
   D. bicycle

2. Fish is to people who live near rivers as ________________ is to people who live on thriving grasslands.

   A. cattle
   B. fish
   C. vegetables
   D. poultry

ANSWER KEY

MASTERY TEST
Test No. 1
Grade Level Five

Multiple Choice

1. D
2. D
3. D
4. A
5. A
6. B
7. C
8. D
9. C
10. D

True and False

1. False
2. True
3. False
4. True
5. False

Matching

A. January 1
B. March 2
C. June 19
D. July 4
E. 1st Monday in September
F. 2nd Monday in October
G. 4th Thursday in November

Evaluations

1. a. yes
   b. no
   c. yes
2. C
3. a,b,c,d,e,f,g,

Analogy

1. C
2. A

MASTERY TEST
Test No. 2
Grade Level Five

Directions: Circle the letter beside the statement that best answers the question.

1. Which document contains reasons for a break with England?

    A. Declaration of Independence
    B. Constitution
    C. Bill of Rights
    D. Articles of Confederation

2. Which document is the supreme law of the land?

    A. Declaration of Independence
    B. Constitution
    C. Bill of Rights
    D. Articles of Confederation

3. Philadelphia, Pennsylvania was the birth place of

    A. the Constitution
    B. the Bill of Rights
    C. the Declaration of Independence
    D. all of the above

4. The study of relationships between living things and their environment is called:

    A. geology
    B. geography
    C. ecology
    D. none of the above

5. Which one of the following BEST defines wages?

    A. Wages are what a person is paid for his or her time and effort.
    B. Wages are what a property owner receives for the use of his/her property.
    C. Wages are the profits a person receives from owning shares of stock in a company.
    D. Wages are that part of a person's salary that is deducted from government taxes.

6. Teachers, police, and firefighters work for the

- A. country
- B. city
- C. state
- D. themselves

7. The factors which have caused population to be concentrated in certain areas are:

- A. fertile land
- B. rivers
- C. natural resources
- D. all of the above

8. Why is it necessary for people to plan how resources will be used?

- A. Resources are limited but the wants of people are unlimited
- B. People only want small amounts
- C. The government cannot decide which resources to make available
- D. Resources are distributed equally according to what people want

9. Circle the letter of the situation in which someone is showing thoughtfulness for someone else.

- A. Paul noticed that Bill was having trouble with the drink machine, so he offered to give him a hand.
- B. After Joe read Fran's story, he told her he thought she had covered the subject poorly.
- C. When Art's father died, Steve sent flowers.
- D. Tom stopped whistling while he was working when he was told it was bothering some people.
- E. Norm ignored Ted whenever Ted tried to talk to him.
- F. Everyone kept giving Diane homework to do, even though they knew she was busy.

10. It was Kit's first day at a new school. A report was given as an assignment. Kit did not know how to do the assignment. Everyone seemed to be ignoring her. Her lips began to quiver as she sat starring at the assignment. Then she heard a voice behind her. "I'm Dottie. May I show you what to do?" Kit smiled gratefully. "Oh, yes I was beginning to think no one knew I was here." Circle the letter beside each statement which describes a benefit of Dottie's thoughtfulness toward Kit on her first day.

- A. Kit will be able to do her work.
- B. Kit will feel that she can ask Dottie questions.
- C. Kit will adjust better to the school work.
- D. Kit will not be given so much work to do.
- E. Dottie will help Kit feel more comfortable.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

True False 1. A person's level of formal education generally has little relationship to his or her political resources.

True False 2. Being arrested for and convicted of a felony as a teenager can prevent you from becoming a doctor.

True False 3. Purchasing or possessing or drinking alcoholic beverages in public by a person under 18 years old is a felony.

True False 4. Insulating the house causes the family's energy bills to decrease.

True False 5. Laws cannot be changed?

True False 6. Unfair laws should be changed?

True False 7. White, middle class males are likely to have more political resources than other groups in the United States.

MATCHING

Match the holidays with the dates by drawing a line to the correct date.

A. New Year's Day	4th Thursday in November
B. Texas Independence Day	January 1
C. Juneteenth	2nd Monday in October
D. Independence Day	March 2
E. Labor Day	1st Monday in September
F. Columbus Day	July 4
G. Thanksgiving Day	June 19

EVALUATION

1. When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

   A. Would he have been able to fire a gun? Yes No

   B. Would he have been able to listen to a radio? Yes No

   C. Would he have been able to read a printed book? Yes No

2. Circle each letter which influences a person's lifestyle.

   a. the kind of work a person does
   b. the type of neighborhood in which a person lives
   c. whether a person lives in the country or the city
   d. whether a person is married or unmarried
   e. the kinds of things a person likes to do in his/her leisure time
   f. the kinds of music a person likes
   g. the kinds of social activities a person enjoys

3. You want to go to college, but your parents cannot afford to pay your way. Circle the letter beside the statement that describes a way to solve the problem.

   A. get a job and earn money for college
   B. apply for aid in the form of a scholarship or loan from the college for you wish to attend
   C. apply for a loan through your local bank
   D. give up your idea of attending college

ANALOGY

Circle the letter beside the answer which best fits the blank space in the question.

1. The ____________ is to mountain travlers in Peru as a car is to Americans traveling between two towns.

   A. camel
   B. ox
   C. llama
   D. bicycle

2. Fish is to people who live near rivers as ___________ is to people who live on thriving grasslands.

   A. cattle
   B. fish
   C. vegetables
   D. poultry

ANSWER KEY

MASTERY TEST
Test No. 2
Grade Level Five

Multiple Choice

1. A
2. B
3. A
4. C
5. A
6. C
7. D
8. A
9. A,C,D
10. A,B,C,E

True and False

1. False
2. True
3. False
4. True
5. False
6. True
7. True

Matching

A. January 1
B. March 2
C. June 19
D. July 4
E. 1st Monday in September
F. 2nd Monday in October
G. 4th Thursday in November

Evaluation

1. a. yes
   b. no
   c. yes
2. a,b,c,d,e,f,g
3. A,B,C

Analogy

1. C
2. A

MASTERY TEST

Grade Level Eight

Directions: Circle the item of your choice for each question.

1. During the presidency of Andrew Jackson, the democratic rights of the "common man"

   A. increased
   B. decreased
   C. remained the same
   D. ended

2. The right of women to vote in the United States was provided by

   A. the Declaration of Independence
   B. a Constitutional amendment
   C. the Bill of Rights
   D. a Supreme Court decision

3. The Shrine of Texas is

   A. Washington on the Brazos
   B. Gonzales Battle Field
   C. the Alamo
   D. None of the above

4. What general was defeated at the Battle of Waterloo?

   A. Adolph Hitler
   B. Napoleon
   C. Alfred the Great
   D. Andrew Jackson

5. Philadelphia, Pennsylvania was the birth place of

   A. the Constitution
   B. the Bill of Rights
   C. the Declaration of Independence
   D. all of the above

6. Two of the Northwest's most important economic activities are:

   A. lumbering and fishing
   B. tourism and shipbuilding
   C. farming and commercial grazing
   D. coal mining and textile manufacturing

7. Which of the following statements is NOT true?

A. Food processing is the United States' second most important industry.
B. Two megalopolises are located in the Northeast and Great Lakes regions of the United States.
C. New England is the center of the textile industry.
D. Resources and people have helped to influence the development of North America.

8. Which one of the following is NOT a constitutional right of American citizens?

A. the right to freedom of speech
B. the right to practice the religion of one's choice
C. the right to determine who can purchase and live in the house next door
D. the right to a fair trial when accused of a crime

9. You have a number of rights that are guaranteed by the various levels of government. Which ONE of the following IS NOT one of those rights?

A. the right to speak out on any issue
B. the right to have a concealed firearm for protection
C. the right to go to school to get an education
D. the right to a lawyer and a trial by jury

10. Which one of the following is an example of representative democracy?

A. United States
B. Soviet Union
C. China
D. East Germany

11. Which of the following sentences about culture is NOT true?

A. You learn your culture.
B. You are born with your culture.
C. Every culture has cultural norms.
D. Every culture has cultural mores.

12. What is the effect of scarcity of resources on people's wants?

A. All wants cannot be satisfied.
B. Wants are more important than needs.
C. Wants are kept small.
D. Wants will vary.

13. Every summer the heat wave in New York causes people much discomfort. Many people drink lemonade during the days of the heat wave. What effect does this action of consumers have on production of lemonade?

A. More lemons are available.
B. More lemon trees were planted immediately.
C. More lemons probably were used to make scented wax.
D. More lemons probably were used to make frozen juice.

14. If heating oil becomes scarce in the United States, a variety of things would happen. Which ONE of the following results of this scarcity would be LEAST likely to occur?

A. Some industries would switch from oil to coal for heating.
B. The price of oil would go up, and the cost of heating homes would become more expensive.
C. Many oil companies would explore in areas where they had not searched for oil.
D. Most remaining oil would be taken off the market completely in order for oil companies to rebuild their reserves.

15. Among the following items, choose the one that is the best example of a "service."

A. can of beans
B. box of cereal
C. repair of plumbing
D. package of meat

16. Part of your identify comes from

A. pretending
B. television
C. the groups you belong to
D. the places

17. In American culture, power is distributed within each family

A. in the same way as in every other family
B. according to the age of its members
C. according to the sex of its members
D. in different ways

18. You may work better if your career choice matches your personal goals. From the following statements select the ONE which BEST explains why.

A. You will work better to get better pay to get promoted
B. You will work better so you can get out of thet kind of work and into something worthwhile
C. You will work better to please your employer and to be fair to fellow workers
D. You will work better because the work is interesting and rewarding to you

19. An employer IS NOT allowed to select an applicant for a job on the basis of which ONE of the following?

A. whether the applicant has a certain amount of education
B. whether the applicant has had related job experience
C. whether the applicant is neat and courteous
D. whether the applicant is male or female

20. If you met someone who was of a different race, how sure would you be that the person could be trusted?

A. I would be sure that the person could be trusted.
B. I would be sure that the person could NOT be trusted.
C. I would not be able to say one way of the other if the person could be trusted.
D. I could ask a friend.

21. Franco works for the Correll Trucking Company on the loading dock with five other mem, all of whom are Italian-American. Because of increased business, James is hired to work with them. James is not Italian-American, and Franco is upset because another Italian-American was not hired. Franco refuses to speak to James except when it is necessary to get the job done. Which ONE of the following describes the MOST LIKELY result if Franco's behavior does not change?

A. Franco's attitude will not bother James at all.
B. James will develop a dislike for Franco.
C. Franco will get to know James and begin to like him.
D. James will make a greater effort to become friends with Franco.

22. When culture norms are so important that the government enforces them, they are made into:

A. folkways
B. laws
C. budgets
D. legends

23. Helen and her neighbors have a problem. When it rains, the streets in their neighborhood flood. If a storm sewer were put in, the rainwater would turn into the river instead of flooding the streets. Which ONE of the following would be the first step to take?

A. wait for the idea to be thought of by a local official
B. submit a complaint to the local officials.
C. demonstrate in front of the courthouse
D. go on TV to broadcast the problem

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

True False 1. The president is the head of the legislative branch of government.

True False 2. The President of the United States can make laws.

True False 3. Religions can help support society's values.

True False 4. People are affected by their culture.

True False 5. Cultures are in a constant state of change.

True False 6. Every language expresses the same idea and relationships as every other language.

True False 7. Religions view the world in basically the same way.

True False 8. Being arrested for and convicted of a felony as a teenager can prevent you from becoming a doctor.

True False 9. A local school board has the authority to prohibit an exclusive social club in a public school.

True False 10. The same words and ideas are important for societies everywhere.

TRUE AND FALSE

Circle true if the crimes listed below are felonies. Circle false if the crimes are not felonies.

True False 1. robbery

True False 2. aggravated assault

True False 3. forgery

True False 4. arson

True False 5. possession of narcotics

True False 6. violation of fireworks laws

True False 7. disturbing the peace

True False 8. purchasing or possessing or drinking alcoholic beverages in public by a person under 18 years old

MATCHING

Match the dates to the events/wars by drawing a line to the correct date.

A.	American Revolution	1941 - 1945
B.	Wars of 1812	1898
C.	Spanish American War	1917 - 1919
D.	World War I	1775 - 1783
E.	World War II	1812 - 1815

ANALOGY

Circle the letter beside the statement that best answers the question.

1. Andrew Haynes works day and night in his laboratory. He forgets appointments and lets bills and letters stack up unopened. Which one of the factors below MOST influences Andrew's lifestyle?

A. income

B. culture

C. personal value system

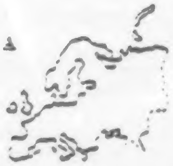
D. age

GEOGRAPHIC SKILLS/Identifying Continents

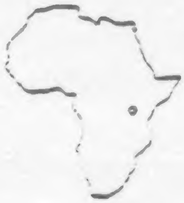
Place the letter of the continent in the blanks. Match the picture of the continent to the continent name.

1. North America __________
2. South America __________
3. Europe __________
4. Africa __________
5. Asia __________
6. Australia __________
7. Antarctica __________

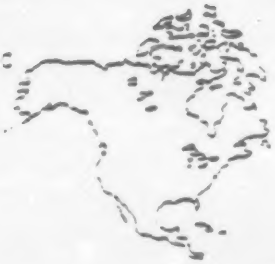
A



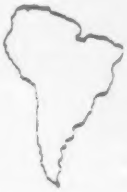
B



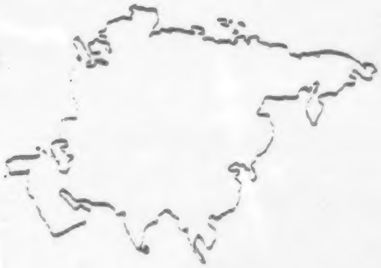
C



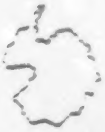
D



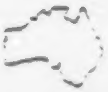
E



F



G



GEOGRAPHIC SKILLS/Locating Places on a Map

Each dot on the map stands for a city. The dots are identified by letters. The cities represented by the dots are listed below. Place the letter of the city in the blank next to the name of the city.

_____ Seattle

_____ Los Angeles

_____ Great Falls

_____ Denver

_____ Kansas City

_____ St. Louis

_____ Houston

_____ New Orleans

_____ Chicago

_____ Cincinnati

_____ Cleveland

_____ Detroit

_____ Montreal

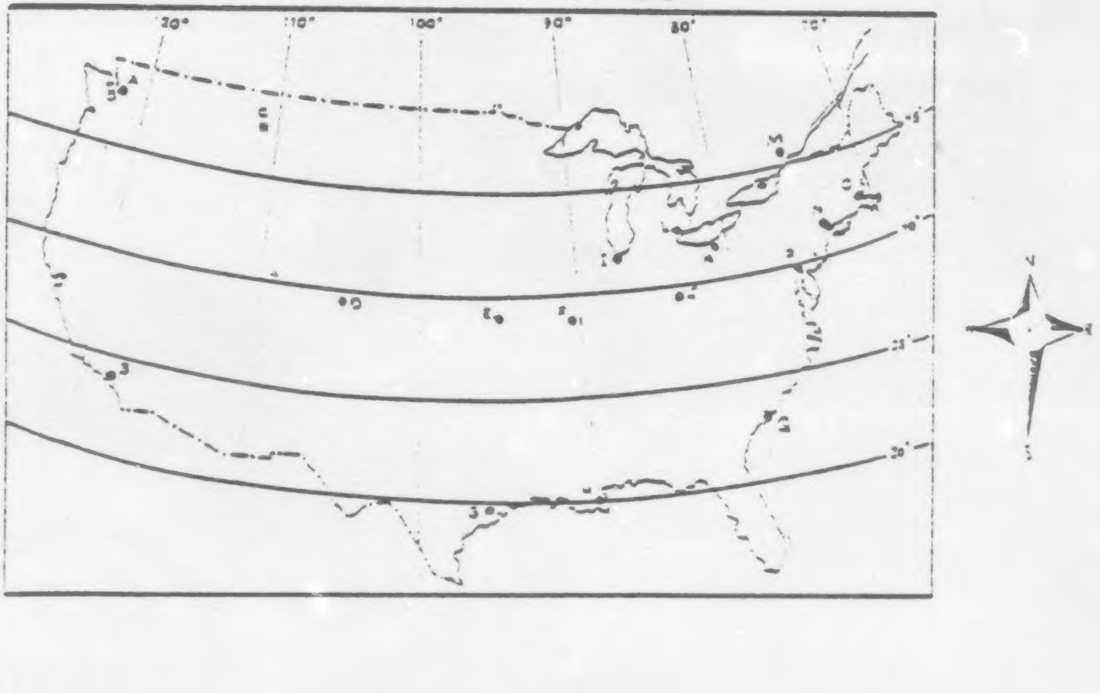
_____ New York

_____ Boston

_____ Baltimore

_____ Charleston

THE UNITED STATES



ANSWER KEY

MASTERY TEST

Grade Level Eight

Multiple Choice

1. A
2. B
3. C
4. B
5. A
6. A
7. C
8. C
9. B
10. A
11. B
12. A
13. D
14. D
15. C
16. C
17. D
18. D
19. D
20. C
21. B
22. B
23. B

True and False

1. False
2. False
3. True
4. True
5. True
6. False
7. False
8. True
9. True
10. False

True and False

1. True
2. False
3. True
4. True
5. True
6. False
7. False
8. False

Matching

A. 1775 - 1783
B. 1812 - 1815
C. 1898
D. 1917 - 1919
E. 1941 - 1945

Analogy

1. C

Geographic Skills-Identifying Continents

1. North America - C
2. South America - D
3. Europe - A
4. Africa - B
5. Asia - E
6. Australia - G
7. Antarctica - F

Geographic Skills-Locating Places on a Map

A. Seattle
B. Los Angeles
C. Great Falls
D. Denver
E. Kansas City
F. St. Louis
G. Houston
H. New Orleans
I. Chicago
J. Cincinnati
K. Cleveland
L. Detroit

Answer Key
Mastery Test
Grade Level Eight
Page 2

Geographic Skills-Locating Places on a Map - con't

M. Montreal
N. New York
O. Boston
P. Baltimore
Q. Charleston

MASTERY TEST

Grade Level Eleven

Directions: Circle the letter beside the item that best answers each question.

1. Early in its existence, the Supreme Court established its right to decide whether acts of Congress and the president violated the Constitution. This is known as the right

   A. of judicial sovereignty
   B. to decide
   C. of judicial review
   D. none of the above

2. The dramatic growth of multinational corporations occured

   A. before World War I
   B. between World War I and World War II
   C. after World War II
   D. none of the above

3. At the Constitutional Convention, delegates from the larger states favored the Virginia Plan because

   A. it called for a weak Congress
   B. every state would have equal representation
   C. states would remain sovereign
   D. representation in Congress would be based on population size

4. The term "Cold War" has been most commonly used to determine which one of the following?

   A. Communist China's invasion and conquest of Tibet
   B. Hitler's invasion of Russia in the winter of 1941-42
   C. Relations between the Soviet Union and the United States after 1945
   D. The conflict between the United States and Communist China in Korea

5. The division of the national legislature into two houses was a result of

   A. the Virginia Plan
   B. the Great Compromise
   C. the New Jersey Plan
   D. the Three-Fifths Compromise

6. Under the Articles of Confederation,

A. the national government was the supreme political authority
B. state governments were sovereign
C. Congress had the power to tax citizens
D. a simple majority (7 of 13 votes) of Congress could make laws

7. Which of the following countries produces the most wheat?

A. United States
B. Russia
C. Argentina
D. France

8. Which of the following countries is the greatest wool producer?

A. Australia
B. Great Britain
C. United States
D. China

9. Which country is the major manufacturer of textiles?

A. West Germany
B. Great Britain
C. United States
D. Japan

10. Which ONE of the following is a RIGHT that American citizens are granted by the Constitution?

A. the right to own property
B. the right to vote only if the citizen is a property owner
C. the right to free use of governmental land
D. the right to shoot someone who is trespassing

11. Listed below are ways a citizen of the United States might participate in the country's political system. Which one of them reflect a positive attitude toward the country?

A. emphasizing political views by threatening a government official in a public speech
B. following all campaign rules while running as a candidate for mayor
C. participating in a plan to take over a government building
D. attempting to bribe a state representative in order to gain support for a cause

12. Political third parties in the United States

A. focus public attention on new issues
B. do not nominate candidates for president
C. usually grow into major political parties
D. have won many local elections

13. Select the statement that describes the MOST important effect of voting in the United States

A. to keep the people informed about what is happening in their government
B. to find out how many registered voters there are in the country
C. to keep the government system working according to the wishes of the people
D. to allow people to support a political party

14. Basic to the principle of "right to property" are individual rights to

A. decide the use of property and to transfer rights to property
B. decide the use of property but not to transfer rights to property
C. transfer rights of property but not to decide the use of property
D. deny property rights of others

15. The council/manager form of government is most likely to be found in

A. middle-sized city
B. a county
C. a large city
D. a village

16. Which is an example of a direct democracy?

A. United States
B. Rome
C. Athens in ancient Greece
D. Germany under Hitler

17. The family is an example of a

A. culture
B. social class
C. primary group
D. subculture
E. peer group

18. Which of the following is NOT the way for determining one's place in a culture?

A. wealth
B. power
C. intelligence
D. happiness

19. Choose the item below which is not an example of economic interdependence:

A. The United States buys oil from Saudi Arabia; Saudi Arabia buys wheat from the United States.
B. Russia buys wheat from the United States; the United States buys very little from Russia.
C. The United States buys oil from Egypt; Egypt buys planes and arms from the United States.
D. The United States buys natural rubber and coffee from Brazil; Brazil buys manufactured products from the United States.

20. Which of the following statements about multinational corporations is true?

A. Multinational corporations use people, money, and technology from around the world.
B. Multinational corporations may manufacture different parts of a product in different countries.
C. Multinational corporations may manufacture goods in one country and sell them in another.
D. All of the above.

21. If heating oil becomes scarce in the United States, a variety of things would happen. Which ONE of the following results of this scarcity would be LEAST likely to occur?

A. Some industries would switch from oil to coal for heating.
B. The price of oil would go up, and the cost of heating homes would become more expensive.
C. Many oil companies would explore in areas where they had not searched for oil.
D. Most remaining oil would be taken off the market completely in order for oil companies to rebuild their reserves.

22. In a private enterprise economy, the group which exercises the principal influences on the choice of goods produced over a long period of time is

A. government
B. big business
C. consumers
D. labor unions

23. Free enterprise advocates a limited role for government in the economy so as to

- A. protect individual freedom
- B. guarantee price stability
- C. equalize distribution of goods produced
- D. assure increases in per capita economic output through federal planning

24. Marriage is governed by the family according to

- A. universal codes of morality
- B. the norms and values of the society to which it belongs.
- C. the majority opinion of all family members
- D. the traditions of its ancestors
- E. the philosophy of the magazines it reads

25. In a society with a caste system, which one of the following determines an individual's social level?

- A. the individual's age
- B. the individual's education
- C. the individual's family
- D. the individual's income

26. The right of women to vote in the United States was provided by

- A. the Declaration of Independence
- B. a Constitutional amendment
- C. the Bill of Rights
- D. a Supreme Court decision

27. The right of black citizens to vote in the United States was provided by

- A. the Declaration of Independence
- B. an amendment to the Constitution
- C. the Bill of Rights
- D. a Supreme Court decision

28. Below are four reasons for conserving natural and human resources. Three are important reasons, but one is not. Select the ONE which is NOT an important reason to conserve resources.

- A. Conserving resources is the only way to get everything that we want right now.
- B. Resources become more costly as they become more scarce.
- C. Some resources cannot be replaced when they are used up.
- D. Human resources are expensive and should be conserved whenever possible.

29. The term "New South" refers to

A. strip mining in the Appalachians
B. the development of Miami and Jacksonville as tourist centers
C. industrialization of the South
D. agribusiness along the Gulf of Mexico

30. Because of a worldwide shortage of food grain, newspapers predict that the price of wheat will be very high next fall. As a result, farmers can be expected to

A. plant less expensive wheat seed
B. plant more acres in wheat
C. plant less wheat
D. plant about the same amount of wheat as usual

31. Which of the following actions are important for group decisions?

A. considering alternative strategies
B. communicating with other group members
C. developing a careful plan
D. all of the above

32. Which one of the following is the BEST reason why the government provides services for members of our society, such as orphans, the aged and disabled persons?

A. Private organizations do not care about these individuals.
B. The individuals do not desire governmental services.
C. Governmental services are provided to these individuals only to win elections.
D. Most of our citizens want the government to provide help for these individuals.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

True False 1. Some cultures are definitely better than other cultures.

True False 2. Some people are unaffected by the norms and values of their society.

True False 3. Cults and sects are the same thing.

GEOGRAPHIC SKILLS/Identifying Continents

Place the letter of the continent in the blanks. Match the picture of the continent to the continent name.

1. North America ____________

2. South America ____________

3. Europe ____________

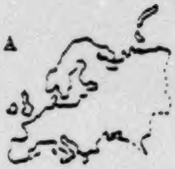
4. Africa ____________

5. Asia ____________

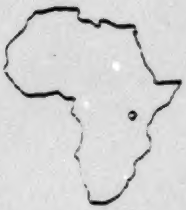
6. Australia ____________

7. Antarctica ____________

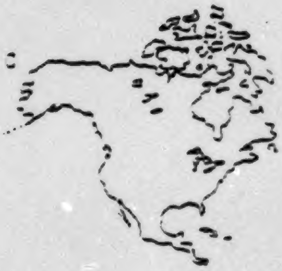
A



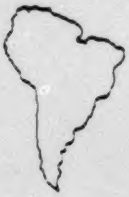
B



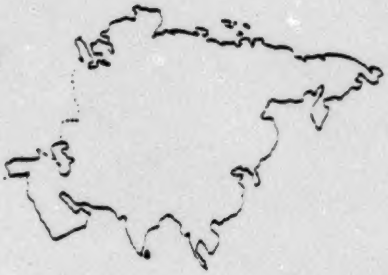
C



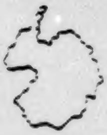
D



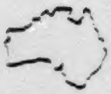
E



F



G



GEOGRAPHIC SKILLS/Locating Places on a Map

Each dot on the map stands for a city. The dots are identified by letters. The cities represented by the dots are listed below. Place the letter of the city in the blank next to the name of the city.

____ Seattle

____ Los Angeles

____ Great Falls

____ Denver

____ Kansas City

____ St. Louis

____ Houston

____ New Orleans

____ Chicago

____ Cincinnati

____ Cleveland

____ Detroit

____ Montreal

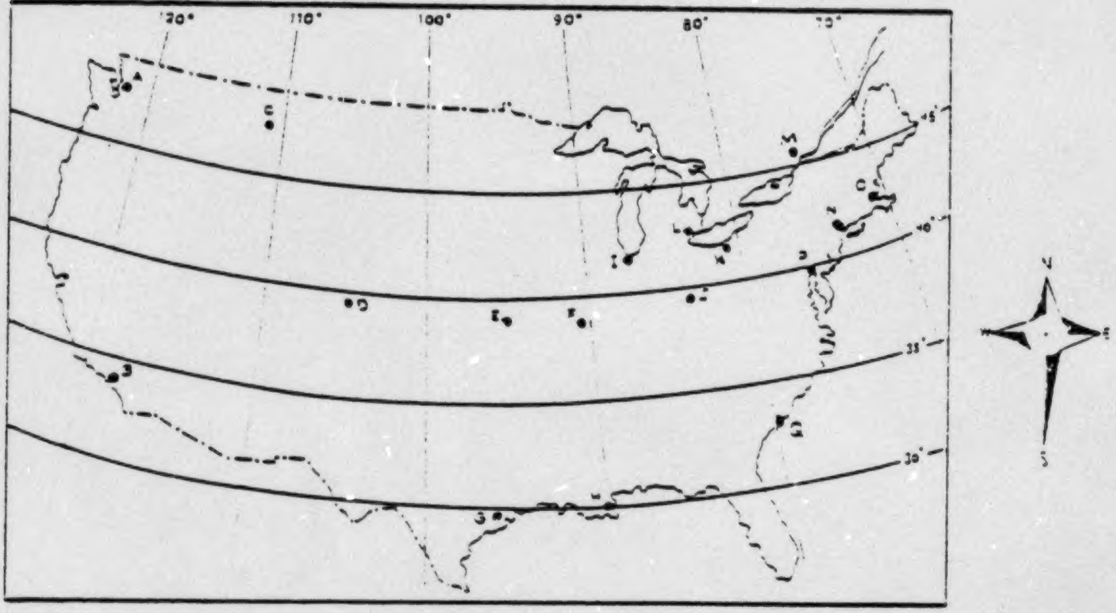
____ New York

____ Boston

____ Baltimore

____ Charleston

THE UNITED STATES



ANSWER KEY

MASTERY TEST

Grade Level Eleven

Multiple Choice
1. C
2. C
3. D
4. C
5. B
6. B
7. B
8. B
9. C
10. A
11. B
12. A
13. C
14. A
15. A
16. C
17. C
18. D
19. B
20. D
21. D
22. C
23. A
24. B
25. C
26. B
27. B
28. A
29. C
30. B
31. D
32. D

True and False
1. False
2. False
3. False

Geographic Skills-Identifying Continents
1. North America - C
2. South American - D
3. Europe - A
4. Africa - B
5. Asia - E
6. Australia - G
7. Antarctica - F

Geographic Skills-Locating Places on a Map
A. Seattle
B. Los Angeles
C. Great Falls
D. Denver
E. Kansan City
F. St. Louis
G. Houston
H. New Orleans
I. Chicago
J. Cincinnati
K. Cleveland
L. Detroit
M. Montreal
N. New York
O. Boston
P. Baltimore
Q. Charleston